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M. GEYER

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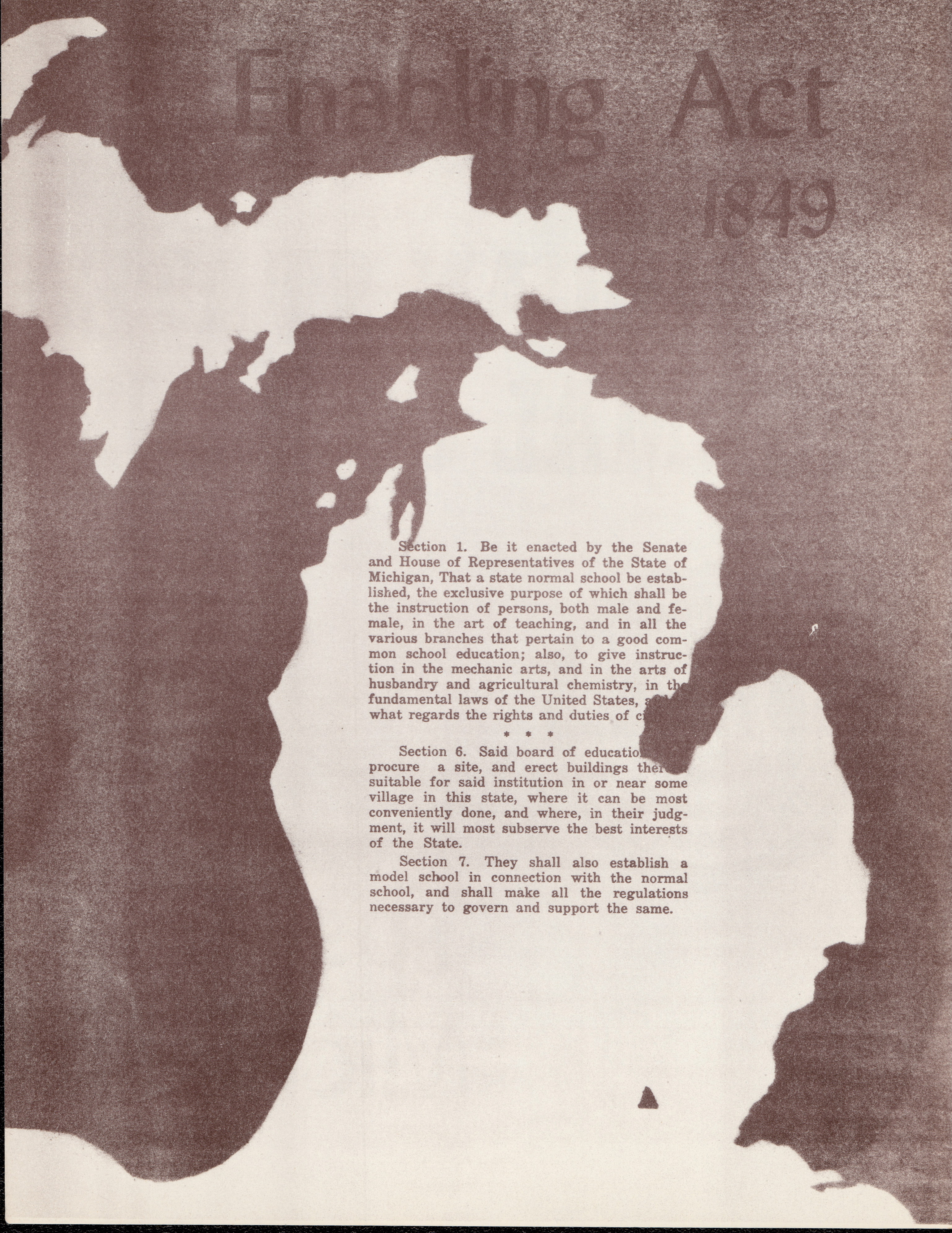
Ypsilanti Historical Archives

the first 100 years

MICHIGAN STATE NORMAL COLLEGE

MICHIGAN STATE NORMAL COLLEGE
TUEBOR
MICH
1849

Ypsilanti, Michigan



Enabling Act

1849

Section 1. Be it enacted by the Senate and House of Representatives of the State of Michigan, That a state normal school be established, the exclusive purpose of which shall be the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education; also, to give instruction in the mechanic arts, and in the arts of husbandry and agricultural chemistry, in th fundamental laws of the United States, a what regards the rights and duties of ci

* * *

Section 6. Said board of educatio procure a site, and erect buildings ther suitable for said institution in or near some village in this state, where it can be most conveniently done, and where, in their judgment, it will most subserve the best interests of the State.

Section 7. They shall also establish a model school in connection with the normal school, and shall make all the regulations necessary to govern and support the same.

from the President

The complexities of our present social and economic structure make it impossible to trace precisely the part which education has played in the development of our culture. The demand for well-educated personnel in every field of endeavor indicates the importance of our schools and colleges.

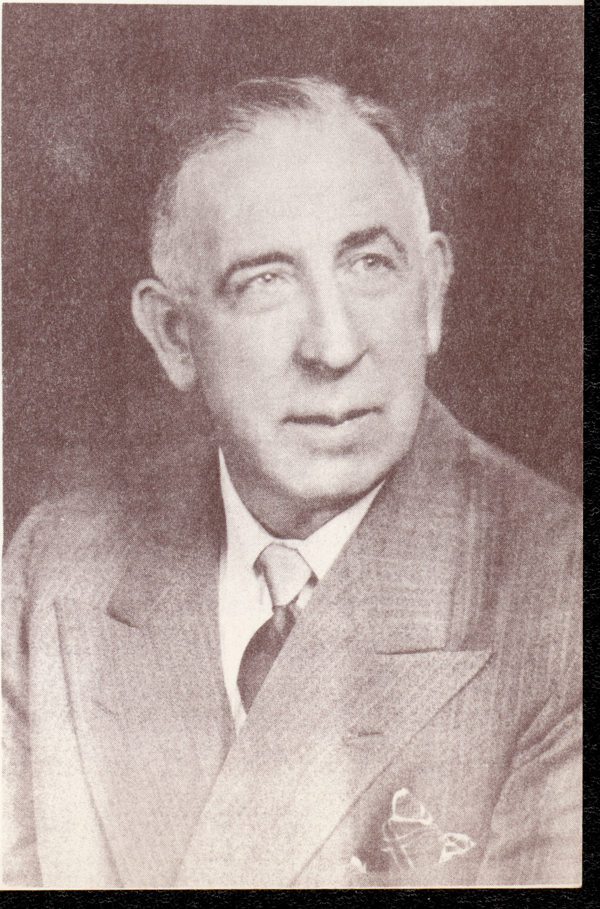
The educational vision of our forefathers was keen and penetrating. They saw the need for learning as they laid the foundations for a great nation. Even as they spent long days building their farms and their cities out of the wilderness, they reared their colleges and universities. They placed their faith in the enduring values of education.

As we begin a new century, we cannot do less than those who have gone before. Actually we should do much more. The labor of their hands and the greatness of their thoughts challenge us at every turn. They had little with which to work, while we have much because of their efforts.

The Centennial which we are commemorating should be a period of dedication to the ideals upon which our nation is founded. We must strive with determination to seek knowledge and understanding. We must strive for discernment in our relations one with another. The great ethical principles of religious living must guide and direct us as we search out the secrets of the universe.

Within the pages of this brochure the story of the last century is portrayed in word and picture. It is a thrilling drama of achievement and one which should fill the heart of every alumnus and citizen with pride. We can well say of the past that the world would be much poorer had Michigan State Normal College not existed.

Eugene B. Elliott



The Normal Story

Sincerely believing themselves designated torchbearers of learning to the youth of Michigan, our academic leaders proceeded to assemble curricula and faculty through which candidates for teaching could be equipped as zealous messengers of light. They set professional and academic standards high, resolved that the torches of learning carried by teachers to the public schools of Michigan burn clear, steady, and bright.

Adonijah S. Welch

"Limbed like the old heroic breeds,
He stands self-poised on manhood's solid earth."

At the end of the first quarter century four curricula had evolved. Students were admitted only by examination. The two-year Common School Curriculum attracted over half the students. It was designed to prepare teachers for the district and graded schools of Michigan by providing instruction "in the various branches pertaining to a good common school education."

The other three curricula—the three-year Full English Course, the four-year Modern Language, and the Classical Course—were designed to prepare teachers for secondary schools and as principals, supervisors, and superintendents. Only after proving his capacity and zeal for learning by rigid written examinations in a satisfactory number of subjects in what were then considered the basic branches of learning was a student on any of these three curricula allowed to begin training in the art of teaching.

It is evident that the chief aim of a youth matriculating at Michigan Normal School a century ago must have been the pursuit of knowledge. If a stranger alien to this aim crept in like a thief in the night of ignorance or bravado, he soon became stifled by the sharp intellectual ozone of Normal Hill; but the sincere seeker after wisdom found the offerings of this institution rich and substantial. During the first quarter century, the curricula deviated little from the original constituents: mathematics, foreign languages, English literature and grammar, natural philosophy or science, mental philosophy, moral instruction, fine arts, and professional training. In the next decade the curriculum of Science, and that of Fine Arts offering broad opportunities in drawing and in vocal and instrumental music were added.

An interesting feature of this academic pattern is the almost complete freedom from sharply defined departmental lines. The age of specialization had not yet intruded upon the culturally well-rounded faculty on Normal Hill. Instructors of mathematics or drawing might and often did give equally effective service in several other branches of learning.

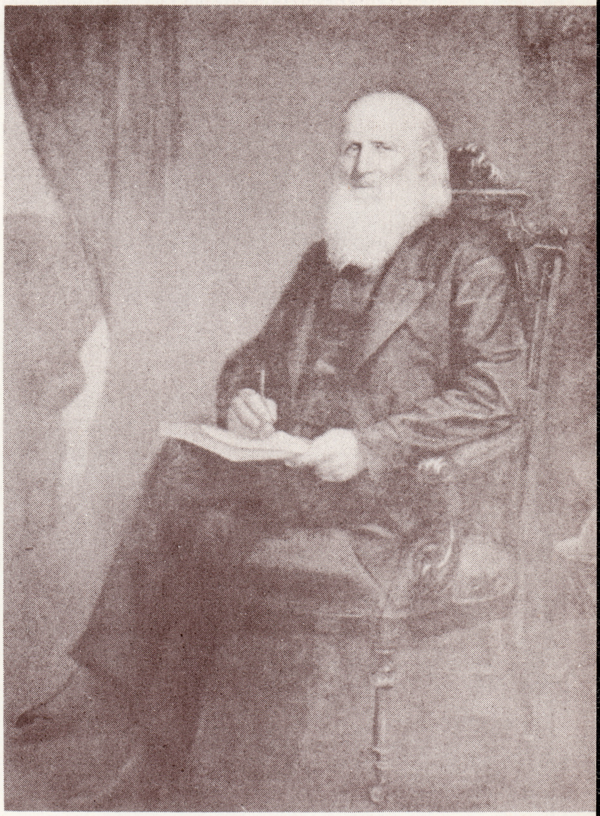
About this time an invasion of pedagogical fads threatened the citadel of academic instruction, which only the determined and intelligent efforts of Principal John M. B. Sill rescued from regression. He did it by a drastic reorganization of academic patterns, during which the various departments of the College became more sharply defined; those already existent underwent revision; others were introduced. The story of the changes in and expansion of these early curricula is the story of the establishment and expansion of the various departments of academic instruction in this institution to the time of this Centennial.

academic torchbearers

Latin and Greek were, of course, "musts" in the opinion of friends of the humanities. But the security of even these favored wards of learning as well as that of their modern relatives, French and German, was at one time threatened by uncertainity as to the direct value of foreign languages to the fundamental aims of a Normal School. However, the humanities triumphed. Latin was already firmly established on the Classical and Modern Language Curricula, and Greek was offered to males when Benjamin D'Ooge succeeded J. P. Vroman as head of the department of Ancient Languages in 1887. This department developed a vital cultural influence. Paths to learning of thousands of high school and college students have been lighted by the enthusiasm of teachers trained in this department and equipped with the lucid textbooks in Latin grammar, composition, and literature written out of the rich classroom experience of this sincere scholar and teacher.

Only students sincerely learning-bent would have attempted the Modern Language Curriculum of seventy-five years ago. Having completed it, they would have acquired a thorough education in Latin and in the most advanced branches of mathematics and science as well as in French and German. R. Clyde Ford succeeded August Lodeman as Head of the Department of Modern Language in 1903. Under his energetic leadership, German, French, and Spanish have abundantly justified their place on our College curriculum. Today the Modern Language Department supplies extensive demand for high school language teachers, aids candidates for diplomatic and consular services and pre-professional careers, and contributes to cultural experiences of scores of students on Fine Arts and general courses. In 1941 the Ancient and Modern Language Departments merged.

Prominent on all four curricula were basic sciences. Botany, physics, physiology, geology, and physical geography were taught from the beginning. Chemistry began in a series of lectures on chemistry and agriculture at a Teachers Institute course in 1853. Elementary chemistry was offered in 1857. After 1868 Natural Philosophy with all its kindred branches was known as the Natural Science Department. Courses in zoology began in 1871 and astronomy in 1872. In 1883 the Natural Science Curriculum started, and a small observatory was built in the rear of the main building where the Library now stands. That year the science work was divided: Edwin A. Strong became Head of the Physical Sciences in 1885; William Sherzer succeeded Lucy Osband as head of the Department of Natural Sciences in 1892. Led by these scholarly gentlemen, these branches attained prominence on this campus the like of which is seldom found in teachers colleges.

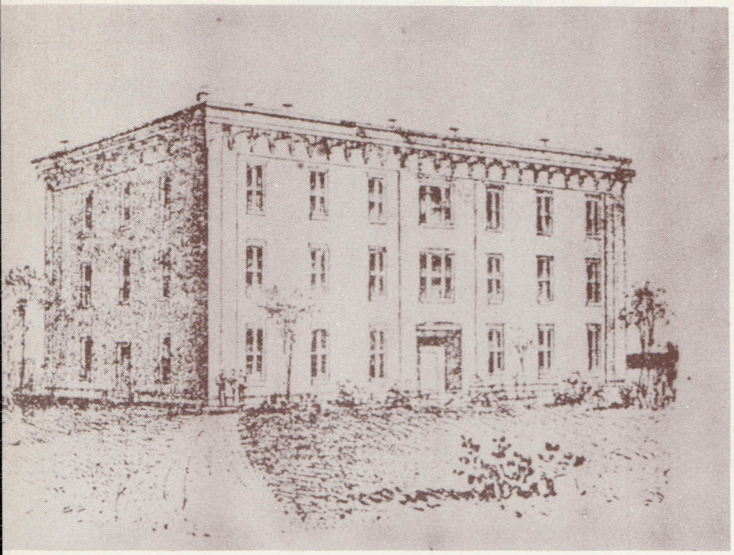


John D. Pierce

. . . "and the elements
So mixed in him that Nature might stand up
And say to all the world, 'This was a man'."

About 1890 laboratory work assumed increased importance as did field work after 1900. The Science Building, erected in 1902, allowed more extensive laboratory facilities and new courses: bacteriology in 1903 and agriculture in 1908. Keenly alive to the needs of the rural schools, J. Milton Hover, successor to Professor Sherzer, built agriculture into a strong subdepartment. About 1920 two courses in elementary

*"We ourselves must Pilgrims be,
Launch our Mayflower and steer boldly."*



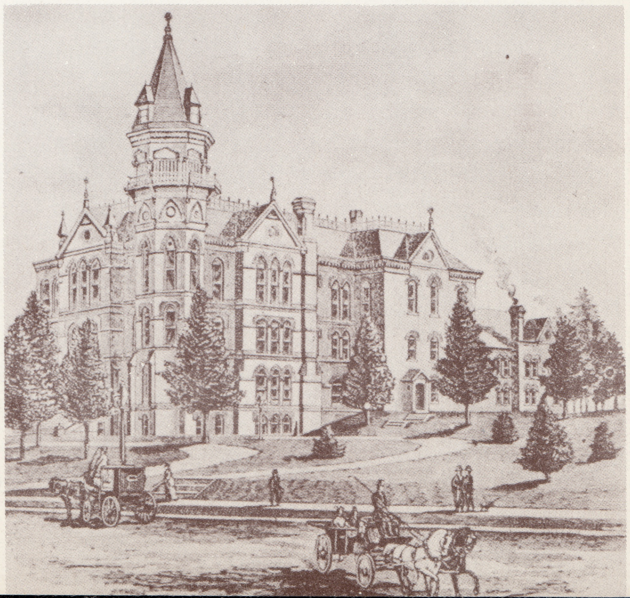
Original Building—1852

science were developed to provide instruction in natural sciences at levels suitable to various grade and interest groups in public schools. These courses are proving rocks in what would otherwise be weary lands of perplexity and frustration for many grateful elementary and high school teachers of limited experience. Other notable work of this department is its contribution to conservation efforts of the state, both by enthusiasm and efficiency of technique in administration.

In 1916 the Physical Science Department divided into Chemistry under B. W. Peet and Physics under F. R. Gorton. World wars and phenominal industrial developments during the past half century necessitated expansion in all sciences. The J. Milton Hover Laboratory has made physical expansion possible since 1940, and new courses and staff members are meeting the present science trends. An important phase of work common to these three departments is training given to a large group of pre-professional students. The efficiency and extent of service of these departments are evident in the success of their alumni now serving throughout the land in civil service, industrial and governmental research, dentistry, medicine, public health, child welfare, nutrition, and countless other corners of human interest into which natural philosophers are especially fitted to send light.

It would have been futile down through the century for Michigan Normal School co-eds to wail dismally, "I just never could do mathematics." Mathematics was required on every curriculum. It was encouraged because of its value in developing skill in abstract thinking; because knowledge of arithmetic was considered essential in most practical transactions of living; and because knowledge of higher mathematics was indispensable to extensive scholarly achievement in physical sciences. The men engaged as heads of this department deserved their high reputations for scholarship. Four of them—Charles Bellows, David E. Smith, Elmer Lyman, and Theodore

Building Restored—1860

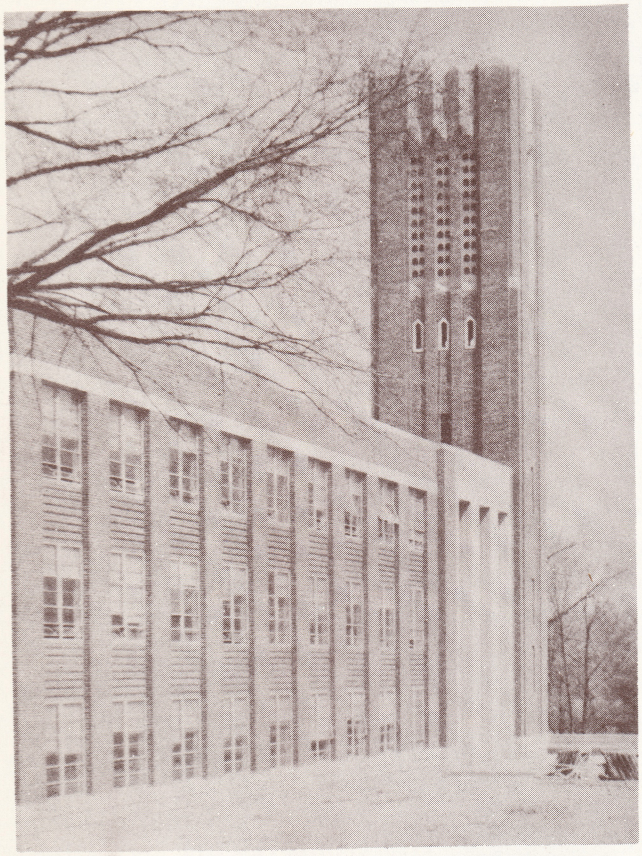


Main Building—1878

Lindquist—are all noted as authors of widely used texts and histories in their subject. Essential as it is to science, mathematics is sure to remain solidly entrenched in the curriculum of this college.

PEASE AUDITORIUM

From the beginning, training in English was a vital part of every curriculum, though there were few definitely organized courses until Florus Barbour became head of the English Department in 1885. Every student was trained in the fundamentals of grammar. English literature was given at first as a series of lectures, at the close of which each student wrote a scholarly essay on the major works of some one author. Composition exercises were supposedly a part of every course on all curricula. After several decades a formal course in rhetoric was required in the second year of the three major curricula. It was based on a study of classical models, fundamentals of logic, and intricacies of refined written expression; it was designed "to assist students in the formation of correct and elegant taste and fit them to communicate properly with people of culture."



Ardent lover of the humanities, Professor Barbour immediately broadened the English curriculum to include English Masterpieces, Anglo-Saxon, Chaucer, Shakespeare, and two survey courses in English Literature. Classical emphasis upon rhetoric was retained until about 1900, when composition was adapted to and required of all freshmen, as it is today.

From this time expansion in courses and personnel was steady. The Teaching of Composition and two courses in Children's Literature introduced in 1912 proved of inestimable value to inexperienced teachers. Influx of students after the World Wars again necessitated expansion of the faculty; new personalities and conditions of society demanded new courses. Besides its classroom leadership, the English faculty has made other valuable contributions to culture. These include a series of scholarly texts in English grammar, valuably edited material on Carlyle and Newman, a collection of children's poetry and folklore, a collection of modern poetry, critical and familiar essays on the lives of eminent Victorians, several novels and charming juveniles, and a textbook in English Composition.

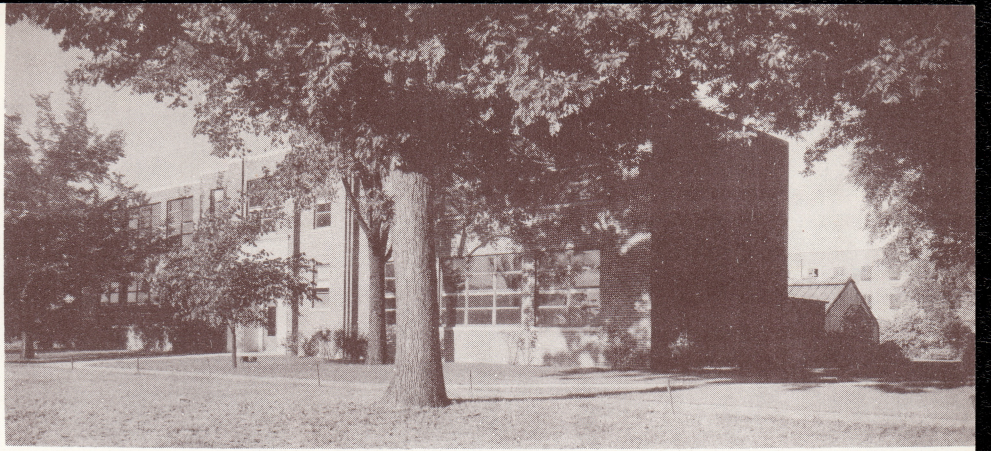
From the beginning an important duty of the

"And all the sweet serenity of books."

English instructors, and those in the other departments, was supervision of and collaboration in the college literary societies, wherein lie the roots of the modern Speech Department. This was no small responsibility. These clubs formed an important link in the cultural and social relationships between faculty and students. They were a popular outlet for lively, loquacious student and faculty members desiring opportunity for vigorous vocal expression. The Normal Lyceum, a combined literary and forensic society founded in 1853, quickly took the lead over all others in the high tone of its discussions and standards. The finest literary and oratorical talent in the college found expression in this organization, and the towns in the surrounding community found in it an inexpensive source of supply for occasionally empty pulpits and local lyceum platforms. Students found its activities so attractive that by 1875 stampedes into the sessions had to be forestalled by limiting the membership to four hundred. By 1880 the Old Normal Lyceum had become so unwieldy and obstreperous in spite of extensive faculty participation and control that it was subjected to the general reorganization program then occurring for departments and broken down into four societies, each with its own aim but under one constitution. Memberships in the smaller societies were limited to sixty, later to forty; they were given more rigid faculty control; emphasis was placed upon literary and social rather than forensic activity; and they become more or less wards of the English Department. In 1903 J. Stuart Lathers was made head of the Speech Department and sponsor of oratorical and forensic activities.

After 1900 forensic and oratorical activities for both men and women became very popular. Wodeso, a new debating club for women, and Webster and Lincoln clubs for men attracted gifted and ambitious students. The work of Professors Lathers and McKay over a period of forty years in oratory, declamation, and debate set many a youth on his way to a successful career in a profession requiring oratorical ability. Products of that training, very capable of speaking for themselves, are witnessing to its excellence in hundreds of pulpits, courtrooms, lecture platforms, classrooms, and women's clubs throughout this and other states. Other activities assumed by the Speech Department were training in interpretative reading, in the teaching of reading, and in the acting and production of plays. For the past ten years Speech has been required of every freshman. Its faculty and activities returned to the English fold in 1945. The combined Speech-English Department of this centennial consists of twenty-five members and teaches forty courses.

While insuring sound academic preparation for teaching, our curriculum builders did not neglect provision for aesthetic development of graduates. Throughout its history the College has provided generously for instruction in the fine arts. Pease Auditorium is a tribute to a man who brought rich musical experiences to the College and community. Teaching of vocal and instrumental music began in 1845; from then on there was a strong music department. Vocal music was a requirement for all certificates. Albert Miller, first head of the department, set standards too high for a Normal School, but he laid firm foundations; the second, E. M. Foote, swung to the opposite extreme and made music very popular;

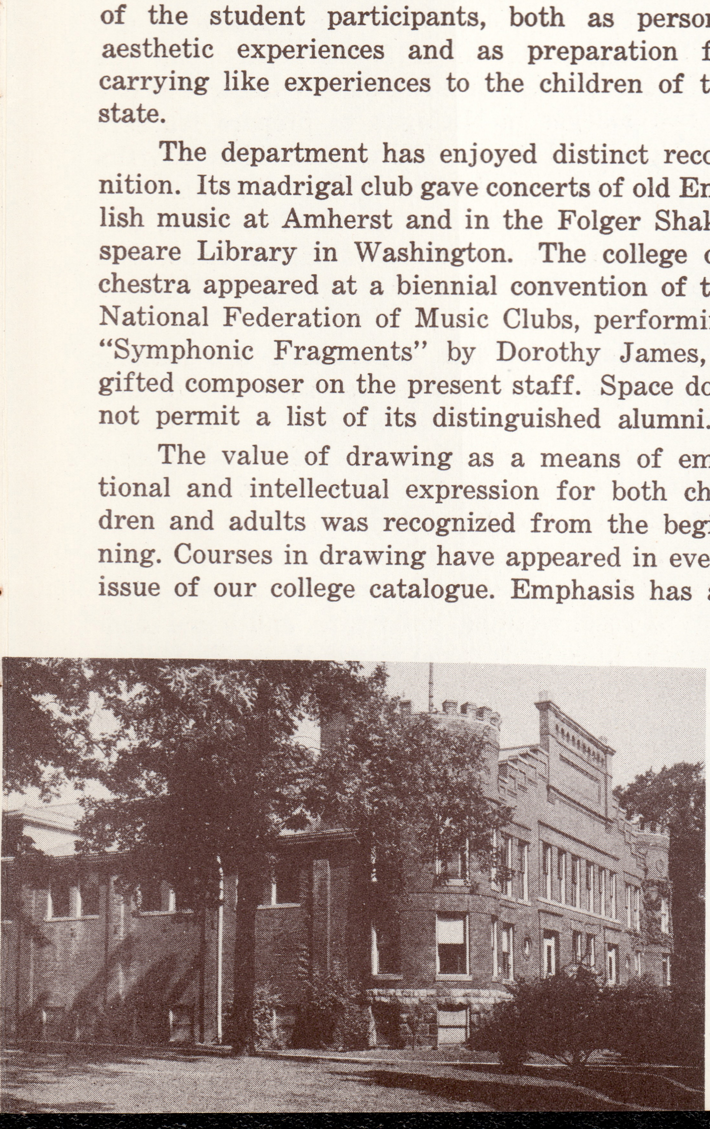


the third, Frederick Pease, (1863-1909) led the department gradually back toward classical standards, achieving a well-balanced program which was maintained by his successor, Frederick Alexander. In 1882 the old Training School building became the home of the Normal Conservatory of Music. The Conservatory then had seven pianos and fourteen instructors in violin, piano, organ, and voice. There were two hundred pupils exclusive of classes in vocal music from the regular college. Both Professor Pease and Professor Alexander were fine musicians and successful teachers.

To one who has not shared by personal experience the many generous offerings of our Music Department it is impossible to convey an impression of the aesthetic enjoyment of listening through a performance of its gifted individual artists, its glee clubs, its madrigal club, normal choirs, and orchestras. It is equally impossible to estimate the value of such activities in the lives of the student participants, both as personal aesthetic experiences and as preparation for carrying like experiences to the children of the state.

The department has enjoyed distinct recognition. Its madrigal club gave concerts of old English music at Amherst and in the Folger Shakespeare Library in Washington. The college orchestra appeared at a biennial convention of the National Federation of Music Clubs, performing "Symphonic Fragments" by Dorothy James, a gifted composer on the present staff. Space does not permit a list of its distinguished alumni.

The value of drawing as a means of emotional and intellectual expression for both children and adults was recognized from the beginning. Courses in drawing have appeared in every issue of our college catalogue. Emphasis has always been on creative expression rather than upon imitative skill. John Goodison was a much loved and skillful creative artist and teacher. This was equally true of his gifted daughter Bertha, who in 1912 became head of the Art Department set up in 1901. Many other art instructors as well as alumni have won distinction in creative expression, but their finest contribution to this college is their outstanding success in developing techniques for encouraging and stimulating creative efforts in their students and thus passing on a means of expression of subjective experiences to countless children in the public schools.



Michigan State Normal College was the first collegiate institution in Michigan to offer courses in industrial arts. The Industrial Arts Department began under Alice Boardman in 1901 with a manual training shop. From time to time it outgrew its quarters. It also steadily outgrew its curricular limits by adding courses and shops to meet the growing industrial emphasis in our public schools. Industrial arts courses are required of all students on the elementary curricula. The department is unable to meet the requests from schools for teachers specialized in industrial art. Its faculty and students recently produced a beautiful brochure of its own history and activities; hence further discussion of its manifold interests is omitted here.

Whatever else they may have lacked in physical equipment, practically every district school of Michigan even a hundred years ago had a globe and some maps. Whether this was to be attributed to supersalesmanship of map companies or to pedagogical insistence of teachers trained at the College is uncertain; probably the latter, since from the beginning the Common School Curriculum required at least one course in geography. Except for physical geography, there was little expansion in this subject until Mark Jefferson, a geographer of international reputation, became

head of the department in 1902 and started on the campus a boom in world-consciousness. This was the first geography department in the state to offer separate courses on the different continents; its courses in commercial geography developed awareness of interdependence of peoples of the world; Professor Jefferson accompanied President Wilson's staff to the Paris Peace Conference after World War I; in 1941 another member of the staff was sent by the United States government to investigate rubber culture in Brazil; in 1931 the department attracted the annual meeting of the National Council of Geography Teachers, and the Association of American Geographers; its graduates served as cartographers in both world wars; its present courses in current events and mapping keep abreast of this rapidly changing world; the local predictions of its weather and climate instructors rival in accuracy those of the United States Weather Bureau.

Strange as it may seem, history was treated by our early curriculum builders like a stepchild of the humanities. Until 1870 only two five-week courses in history were offered; a course in the science of government was, however, required. This condition changd rapidly with the advent of Julia Anne King as preceptress and teacher of history in 1881. This brilliant and energetic woman brought such vitality and dignity to both of her prescribed duties that the suppressed stepchild soon assumed a role of quiet leadership on this campus which it has never since lost. For several decades the development was more noticeable in depth than in breadth, although two teachers and a number of courses including Greek and Roman history were added by 1890. Two of her courses, Methods of Teaching History and A Study of Society, were models of technique in presentation and revelations of the possibilities in this hitherto neglected subject for developing among peoples of the world relationships that would be truly worthy of the human race.

Carl Pray, who became head of the department in 1916, popularized American history with patriotic fervor, bringing record enrollments into those classes. Influx of students in 1924 forced expansion in courses and personnel. The World War had created a yearning for light on the intricate pathways to understanding of human relationships that can be depended upon to lead to security and peace. These pathways unite the past, the present, and the future. Through its courses in Greek and Roman history, medieval and modern Europe, the British Empire, the building of the American nation, sociology, economics, and political economy, our History Departmant attempts, by means of its fourteen faithful torchbearers, to shed light on these pathways.

The Department of Home Economics was established in 1903 with the title Domestic Science and Art, under the leadership of Annette Chase, a graduate of Pratt Institute. During the first year the work was taught to training school children and to college and town women. The first class on the two-year course graduated in 1906. In 1912 the course was extended to three years, and in 1916 to four. With the passage of the Smith-Hughes Act of 1918 the department was designated by the State Legislature to serve as one of two colleges in Michigan to prepare teachers for Vocational Home Economics. Mrs. Martha French, who was then head, was appopinted as first State Supervisor of Home Economics, and the department was renamed Home Economics Department. The same year the Home Management House was opened.

Graduates of this department are making outstanding contributions to society. Among them are dietitians, authors, child welfare directors, research technicians in industrial laboratories, supervisors and heads of departments in high schools and colleges, and co-heads of hundreds of American homes made harmonious and happy because the mothers were trained to meet problems of food, clothing, child care, and home management in courses taken in our Home Economics Department.

The Business Education Department, youngest on the campus, was established for the purpose of business-teacher training. Already the National Council has approved our college for the organization of a chapter of Pi Omega Pi, honorary scholastic fraternity for business education students in teachers' colleges. In the fall of 1949 a Business Administration program will be offered to students who wish to major in business but do not expect to teach.

From the time the Normal School Library was established in 1852, with Daniel Putnam voluntary librarian without compensation, our college library staffs have been ever-faithful torchbearers of learning. In 1859 its 1500 precious volumes were lost in the fire that destroyed the original building. In 1869 the state appropriated $7,500 and Ypsilanti $2,000 for a separate library-museum building. By 1876 there were 1600 books. Florence Goodison, the first official head of the library, served from 1884 to 1890. The next, William Burns, put in two busy years introducing the card catalogue and other methods necessary to a successful, growing library. His successor, Genevieve Walton, made her position as head libraraian one of importance and distinction and her influence in the State and American Library Associations signifcant.

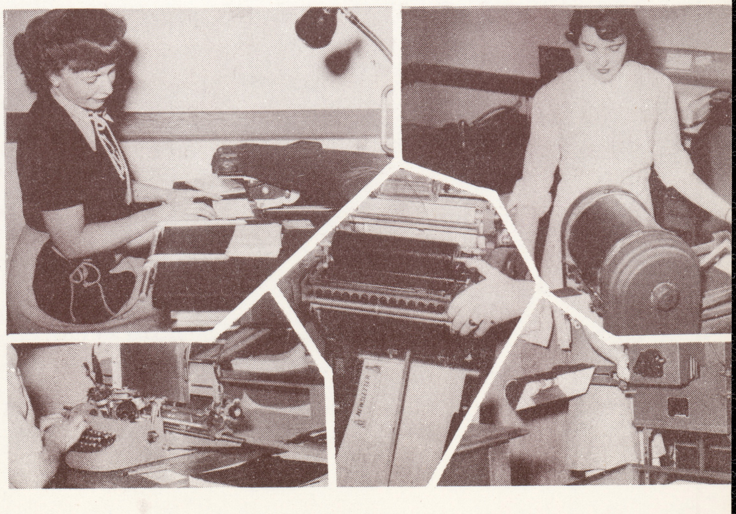
Out of the details of this story of the development of the Departments of Academic Instruction emerges a simple pattern. In the fine arts, music and drawing, the youth of Michigan were given the torch that through the ages has lighted the way to the expression of creative subjective experiences of the human race. In the basic branches of learning—the humanities, mathematics, science, and philosophy—they were handed the torch of abstract truth, which is the light of civilization. In the additions to the curricula of the last fifty years—social sciences, applied sciences, and vocational guidance courses—they have been offered, not too confidently, light through the intricate paths it is hoped lead to security and peace. It will be the duty and privilege of the faculties of Michigan State Normal College through the century opening before us to lift high the torches of learning and keep them burning clear, steady, and bright.

The Department of College Extension might well be called the invisible Michigan State Normal College, for, while about twenty-three hundred students are enrolled in the regular daytime college classes, over another two thousand are working, at regular college work, in the college the average student never sees—the evening extension courses, correspondence lessons, and the summer teaching institutes. In addition to the services named, the department provides extension lectures, consultative service, and adult education courses.

It was not until about 1912 that the idea of extension education was developed in the College, although for some ten years the work was carried on in a rather unorganized fashion, with instructors giving classes, either assembled or by correspondence, very much as the spirit moved them. In 1922 the first regular director, Horace Z. Wilber, professor of education and philosophy, was appointed; Professor Wilber continued in the post until 1943. When he began his services, there were 472 students enrolled in extension classes and in correspondence study.

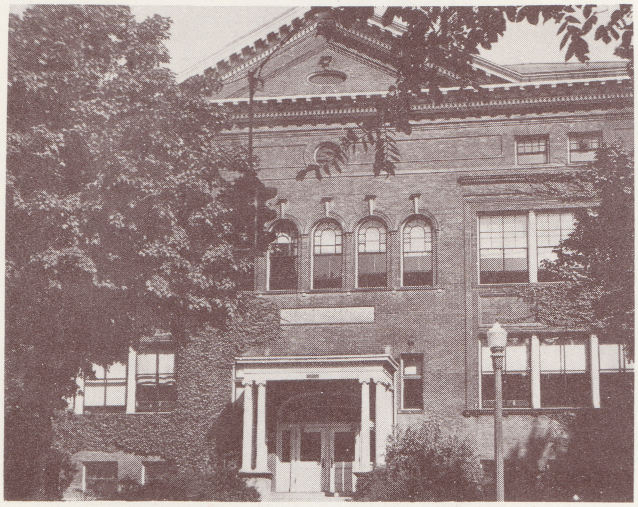
The department quickly assumed national leadership in helping to create the Teachers College Extension Association, the influence of which has been, and is, widely spread in the South, West, and Middle West, fitting the work to the needs of the students. Mr. Wilber was for twenty years secretary of this organization, and was elected its president in 1943, the year of his retirement.

For the instructors who conduct the fifty-three classes in twenty-five centers in the fourteen counties of southeastern Michigan, extension is a colorful and challenging part of the teaching load. The instructor, on his "extension day," is likely to hurry his last class out after the bell with no time for conference, for, as likely as not, his next duty is over a hundred miles away. Here his class, composed mostly of teachers who have given a full day's work already, is waiting for him when he arrives. Despite the fact that both the instructor and his teacher-students are doing a sixteen-hour shift, the extension class is anything but dull and sleepy—many college teachers find it the most interesting part of their schedule.



training the teacher . . .

In the early days of the College the professional work was a cooperative undertaking of most of the faculty. The principal of the institution was the educational leader, offering the "Science and Art of Teaching," conducting teachers' institutes, and publishing professional material. In the catalogue for 1861 the teacher training courses were listed in the Department of Professional Instruction, a title which was used in various forms for sixteen years. During the 1890's the work was broadened by placing greater emphasis on psychology, history of education, and school administration. The instructional staff was augmented by the addition of leading school supeprintendents such as Charles O. Hoyt and Samuel B. Laird, whose ideas gained both from practical experience and from study placed the work on a more nearly professional basis. In 1916 the official title became the Department of Education. Twenty-seven courses were offered: ten in psychology, three in the history of education, five in pedagogy and administration, and nine in the philosophy of education.



In 1890 provision was made for advanced work that would lead to two degrees: Bachelor of Pedagogics and Master of Pedagogics. The trend in later years has been to limit the traditional but less practical courses. This has meant more work in the application of psychology to teaching and learning, in measurement and evaluation, in organization and administration of schools, in study of social and personal problems of child and adolescent development, and in the principles of education and supervision including curriculum work and special methods of teaching various subjects.

Relative to the fads and movements in educational theory and practice, the Department has generally held to the practice early established of selecting, adapting, and using any aspects of professional education and practices that offer promise of improvement in the current teacher-training program of the College.

The act of the legislature of 1849 which established the Normal School also empowered the State Board of Education to provide grades for experimental work in practice teaching. The school was set up on the first floor of the original building with desks for nearly ninety pupils. In the first year attendance was twenty-seven, and for the next two approximately seventy-five. David Porter Mayhew came to the principalship in 1856. In 1870 the Model School building was completed, and remained in use until 1882. Then the training program demanded more space, and the work was moved to the West Wing of the main building for a fifteen-year stay. During the nineties the college enrollment jumped so considerably that still more practice teaching facilities were needed, and the practice school moved into its new building, later known as Welch Hall. From 1897 to 1930 this Practice or Training School was the hub of teacher-training activities. Hundreds of teachers, great numbers of whom have become distinguished educators, received their training over a period of three decades in the old Training School. But with further increases in College enrollment had come more requests for practice teaching assignments, and the College had begun to use Prospect and Woodruff of the Ypsilanti Public Schools, and Carpenter, Denton, and Begole Rural Schools. At the present time training activities are carried on in Roosevelt, Lincoln, Rackham, and Carpenter schools.

Roosevelt School, consisting of elementary and secondary grades, is the campus laboratory

"Come to me, O ye children
And whisper in my ear
What the birds and the winds are singing
In your sunny atmosphere."

school where college students do their practice teaching under the supervision of highly-trained, experienced teachers, and where demonstrations are available for enrollees in education and methods courses. More than six hundred pupils, under a staff of thirty-six full-time and seven part-time teachers, comprise the pupil population.

Roosevelt was the realization of a long-range dream to provide adequate facilities for student teaching on the secondary level. One quarter century of striving toward that goal preceded its dedication in 1925. In 1900 the ninth grade had been added to the work offered by the Campus Training School. Later the ninth grade was removed to the first floor of the old South Wing of the main college building. Then came the tenth grade, and the eleventh, and finally the twelfth until there emerged Normal High. During this period the principalship was held successively by Mary M. Steagle, Foss Eldred, and Arthur G. Erickson.

Upon the completion of the college auditorium, Normal High School moved to the third floor of the main building to be directed in turn by Principals George Manning, Frederick Greenstreet, and J. Burns Fuller. In 1925 Normal High School, renamed Roosevelt High School, moved into the new building at the corner of Brower and Forest. J. Burns Fuller with a staff of eight full-time and seven part-time teachers was in charge of the six-grade junior and senior high school with its one hundred sixty-three pupils. In June 1930 Mr. Fuller was succeeded by Paul J. Misner. At this time the elementary grades were moved from Welch Hall, and the school has since been administered as a single unit known as the Roosevelt School of the Michigan State Normal College.

Roosevelt occupies an important position among Michigan's schools. The opportunities here afforded for pupil and student teacher growth are most valuable. The contributions of many of

Farming in the British Isles
PRODUCTS MAP
BRITISH ISLES

the faculty, both on a state and national basis, are a matter of pride.

The Lincoln Consolidated school, dedicated February 12, 1925, sprang from the union of thirteen ordinary school districts, compassing an area of sixty-four square miles. It is a superb monument to the foresight, the enthusiasm, and the leadership of Dr. Marvin S. Pittman, head of the Rural Education Department. He projected it as a model Consolidated School and as a training center for teachers interested primarily in the rural field. Today it can no longer classify as a purely agricultural enterprise, for surveys reveal that seventy-five per cent of its pupils come from homes of industrial workers, and its curriculum offerings are equal to those of any high school in the state. It does, however, still maintain its position as one of the best known Consolidated Schools in the state and perhaps in the nation. Visitors come from far places to see Lincoln School in operation.

Lincoln's enrollment has grown from five hundred in 1925 to nine hundred forty in 1949, and statistics indicate a further steady rise. The services of forty-three full-time faculty members are required. Approximately one hundred fifty students train here each semester. Other changes have taken place on the twenty-acre campus in the quarter century of growth. At present there are thirty-nine large class rooms and fifteen conference rooms, an auditorium seating four hundred twenty, a boys' gymnasium which may be converted to seat twelve hundred, a girls' gymnasium, a library, and a cafeteria. The library totals more than eighteen thousand volumes.

The Lincoln School has known but two principals, Dr. Henry Tape, now president of Northern College of Education, and Ben H. VandenBelt. O. E. Vedder has served continuously as president of the Board of Education of the Lincoln District. The Board administers matters relative to buildings and transportation; the College, matters of personnel and curriculum.

The Horace H. Rackham School of Special Education, dedicated in 1940, was a $280,000 gift of the Horace H. Rackham and Mary A. Rackham

Fund. Its facilities for the training and care of handicapped children include a dormitory for nonresident pupils, a therapeutic pool, and specially designed rooms and equipment. It is the only campus laboratory school for handicapped children in the United States.

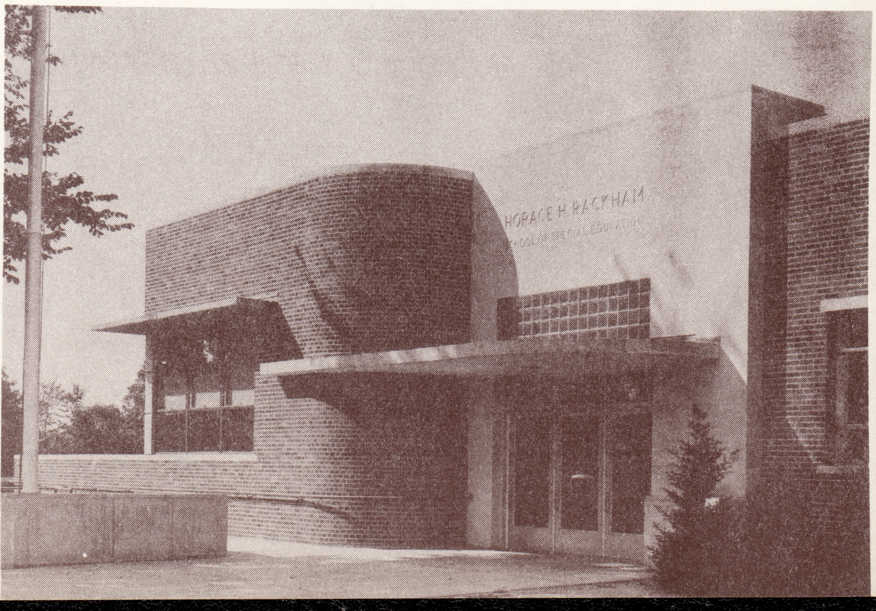
Its current enrollment is approximately one hundred, distributed in departments for slow learning, lower vitality, orthopedic, partially seeing, deaf and hard of hearing pupils. The children range in ages from three to fifteen. The training programs of the Department are divided into three major areas: special class teachers, occupational therapists, and lip-reading for hard of hearing adults.

The College's preeminence today in the field of Special Education came through the initiative and foresight of Professor Charles M. Elliott, who in 1917-18 organized the first laboratory class for the training of mentally deficient children. In 1923 Professor Elliott, anticipating the growing demand for teachers of exceptional children, planned a Special Education Curriculum to prepare teachers for all types of handicapped children.

In 1941 Francis E. Lord succeeded Professor Elliott. Under his leadership, with a capable staff, the scope and usefulness of the Department have broadened. National recognition has been given to many summer school programs, such as the Education and Treatment of the Cerebral Palsied Child, the Home Teacher for the Blind, and Training Teachers for the Deaf-Blind.

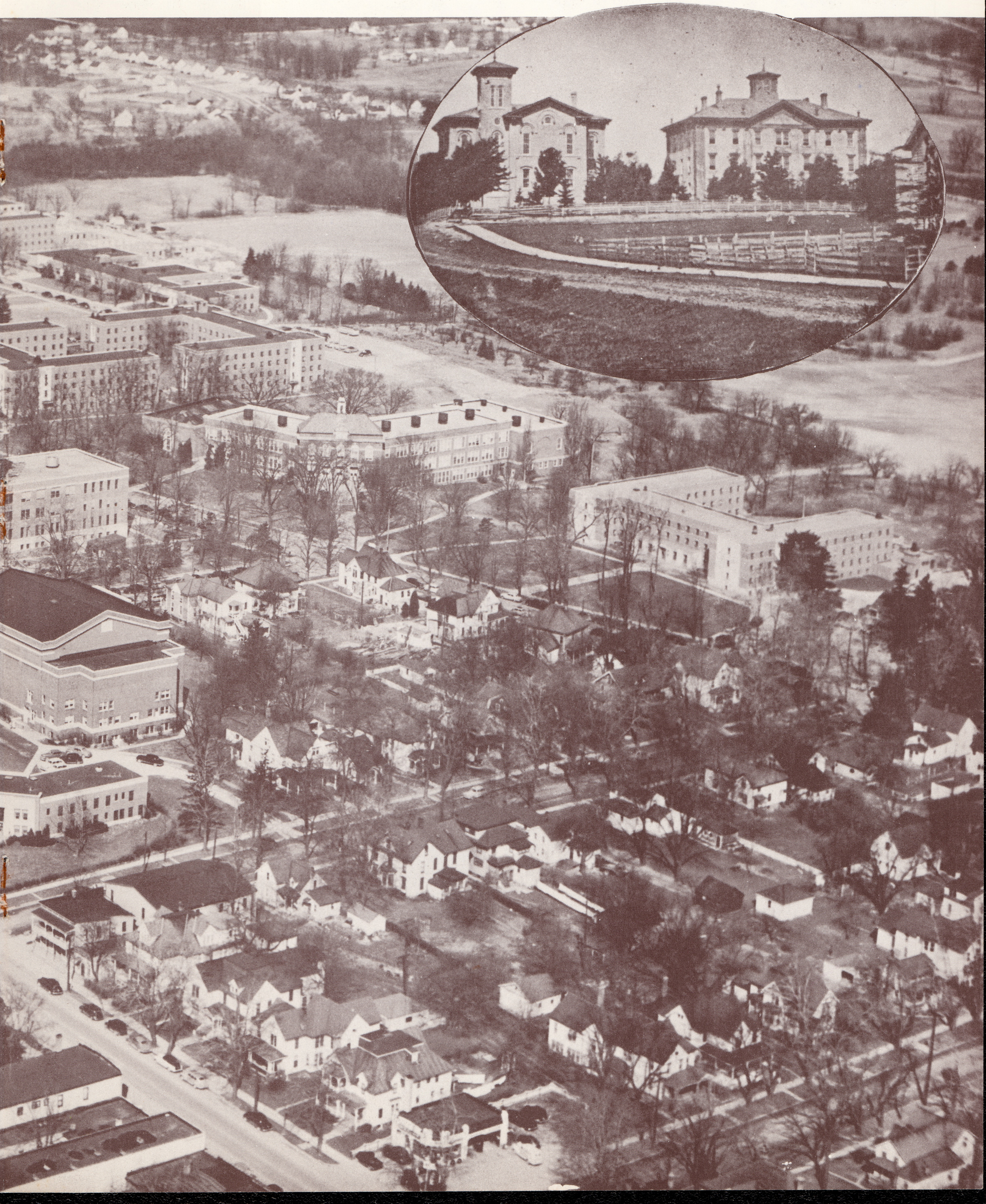
In cooperation with the Bell Telephone Company and the University of Michigan, the department has undertaken an extensive research program in visible speech. A cathode ray translator and a spectograph have been provided by the Bell Telephone laboratories. These instruments are being used for research in speech training for deaf children and children with speech defects. The program will eventually include research in phonetics, foreign language, and acoustics.

Year by year, decade by decade, candidates from the College have been winning honors for themselves and adding prestige to the recommendations from the College Placement Service. Today school administrators from Florida to Maine, from California to Washington annually call upon the resources of the College Placement Service to help them find suitable personnel to fill their vacancies. To assist them in their quest there are on file the records of more than 16,000 Placement registrants and the expert advice of Dr. Leslie A. Butler, Director of Placement, himself a seasoned schoolman. Preceding Dr. Butler in the Placement Service were Miss Margaret Wise, Dimon H. Roberts, Austin George, Charles T. Grawn, James Simmons, and Daniel Putman. These deserve honorable mention for their work in building up a significant state and national service agency.



“New occasions teach new duties
Time makes ancient good uncouth;
They must upward still and onward
Who would keep abreast of Truth”

"A schoolhouse plant on every hill
Stretching in radiate nerve lines thence
The quick wires of intelligence"



Campus Activities

social life

"The heart asks pleasure first
And then, excuse from pain."

Wise guidance has been given to social training on the campus from the time of the first preceptress to the present far-reaching organization radiating in many directions from the offices of the deans of men and women. In early days matrons of rooming houses had to qualify for the "Approved List." Their parlors were the background for many gay memories. Then came the co-operative houses with their home-like atmosphere. Larger social functions, always adequately chaperoned, roamed the town for suitable space: the Masonic Temple, the basement of Roosevelt School, and tea rooms. Guided by noble women such as Julia Anne King, Grace Fuller, Bessie Leach Priddy, Fanny Cheever Burton, Fannie Beal, and Lydia I. Jones, literary societies, the Men's Union, the Women's League, fraternities, sororities, honor societies, and department clubs encouraged the gracious way of living.

And then came McKenny Hall, the inspiration of Charles McKenny, for twenty-one years president of the College, and the gift very largely of faculty and alumni. Under the skillful leadership of Edwin Stahl the building quickly became a model student social center. Its dignity and charm left their impress on student life. Committee meetings, coffee hour groups, formal parties, club gatherings ceased to roam and remained contentedly on the campus. Banquets and balls became popular with students and townspeople alike. McKenny Hall retains its popularity today in spite of the competition of attractive dormitories now assuming their share of responsibility for social training on the campus.

...Then and Now

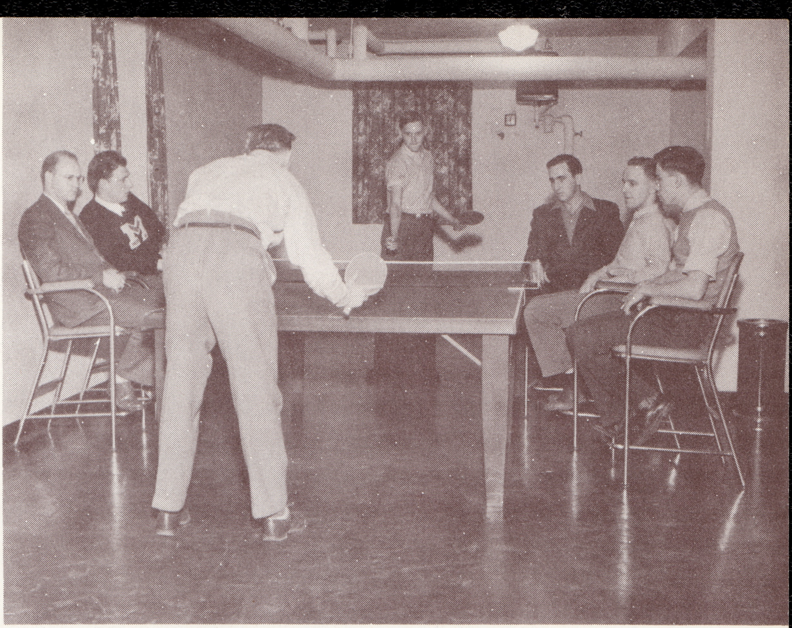
dormi

Youth clings to youth in the natural way of living. A lonely student is an unhappy student. Friendship ranks first in defense of dormitories on the campus, but there are many subsidiary advantages. The physical comfort of students is important for mental growth. The rooms are arranged in suites of study and bedroom; there are laundryettes with clothes dryers, ironing boards, and hair dryers. A dietitian is in charge of food. For the gayer hours there are comfortable lounges, guest nooks, game rooms, and kitchenettes for college snacks.

Some items concerning the Student Aid Corporation are not out of place here. The Corporation was incorporated in 1904, by President L. H. Jones and sixteen department heads, with bequests amounting to $490. In 1928 there were four memorial loan and four scholarship funds. In 1949 the Corporation is now custodian for thirty-seven loan funds and thirty-one scholarship and endowment

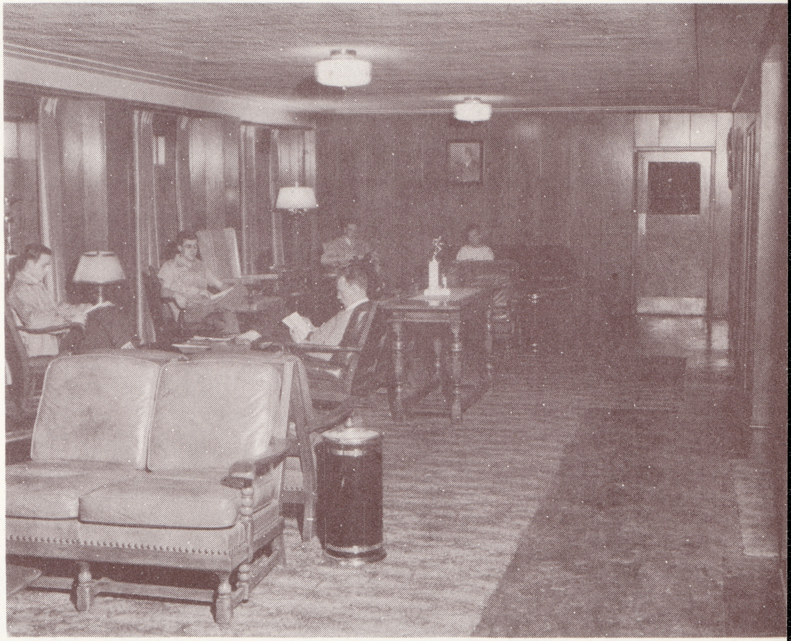
tories

. . . "at night the party of young fellows robust, friendly
Singing with open mouths their strong melodious songs."



funds with assets totaling $83,800.

The names attached to these dormitories are impressive. The contribution of two of the women to the history of the College has been given in "Academic Torchbearers." From 1924 to 1939 Lydia I. Jones gave her life without stint to improving social and living standards on the campus. A woman of breadth of vision and high ideals, there was no alternative: girls and matrons must rise to the standards she considered adequate for college training. Munson Hall bears the name of John M. Munson, president of the College from 1933 to 1948. His presidency here closed a long and distinguished record as an educator in Michigan. James M. Brown Hall, to be opened this fall to men, honors the man affectionately known to the students as "Bingo." Mr. Brown became the first full dean of men in 1927, when he relieved C. P. Steimle, registrar, who had been serving in both capacities.



JOHN M MUNSON
RESIDENCE HALL

health

"Strong is your hold O mortal flesh."

A college health service exists primarily to care for the aches and pains, bumps and bruises that student flesh is heir to, but more than that it is an educational institution, dedicated to training the student-patient in knowledge of the rules of health. In 1910 a room in Welch Hall was given to student health, and a nurse, Miss Emma Cross, was employed to take charge of it. In 1913 a house on Perrin Street (the present Home Economics house) was obtained for a health cottage. Upon Miss Cross's departure for the army in 1916, Mrs. Matilda Robinson became the nurse in charge.

Since 1917 the name of Dr. Glenadine Snow has been almost synonymous with health service at the College. While a student at the medical school of the University, she came over to help with physical testing—at that time given only to those taking physical education. Upon her graduation she took charge of the health service and until 1947 devoted her seemingly untiring energies night or day —often both — to safeguarding the health of students.

The new building on Cross Street is one of her heritages of the WPA. It was completed in 1939 with nine hospital beds and eight more for emergency. Since the smallpox epidemic of 1918 there has been no serious health trouble at the College, but more than once all seventeen beds have been filled by minor scourges of the flu.

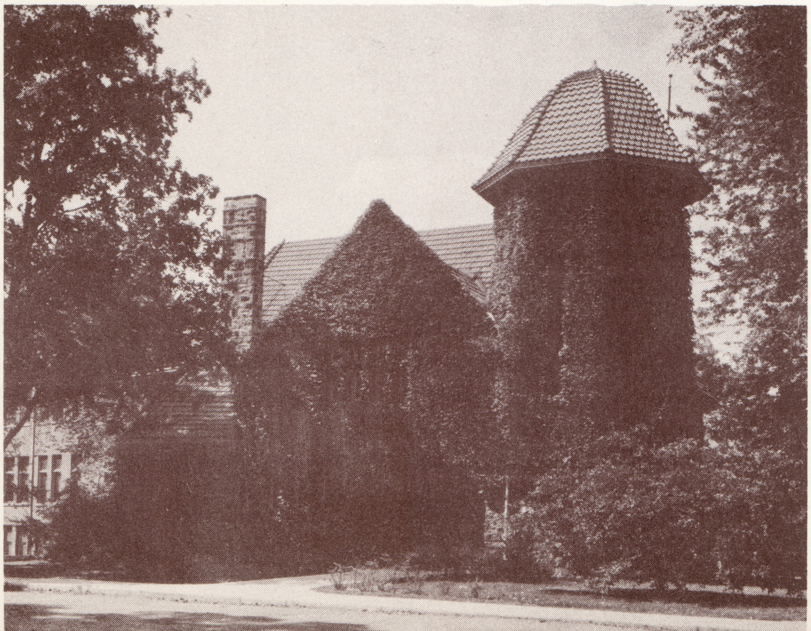
The Health Service has been from the outset a member of the American Student Health Association.

"The mystery dimly understood
That love of God is love of good."

religion

In 1853 student religious activities began when the Student Prayermeeting Group was organized under President Estabrook. The gradually expanding group formed itself into the Student Christian Association in 1881, and began work toward the establishment of a student religious center. After a generous donation by Mrs. Mary Starkweather, their efforts culminated in Starkweather Hall, dedicated in 1896. For generations Starkweather has been one of the most deeply loved buildings on the campus. Strong directors, including Lillian Strong, Helen Walcutt, and Gertrude Reading, understood the spiritual needs of youth. The May Day breakfast early became a popular tradition. Miss Reading was followed by Grace Aitchison, who for nineteen years lived her life of practical Christianity. Planning and serving—yes, even cooking—luncheons and dinners for student religious groups; organizing spiritual retreats; befriending lonely girls; or counseling spiritually confused ones, her name and Starkweather are synonyms to many.

From its beginning Starkweather has stood for equality of races in friendship and social opportunity. In recent years religious directors from all churches have been given friendly welcome to use its facilities. Boy and girl scout troops have also been encouraged to enjoy Starkweather. But most significant of all the modern trends is the selection of a college director of all student religious activities. A constantly expanding inter-faith program is now in existence under the Inter-Faith Council and the Starkweather Director with an even more active and enlarged program projected for the future.



athletics . . .

"Now I see the secret of the making of the best persons,
It is to grow in the open air and to eat and sleep with the earth."

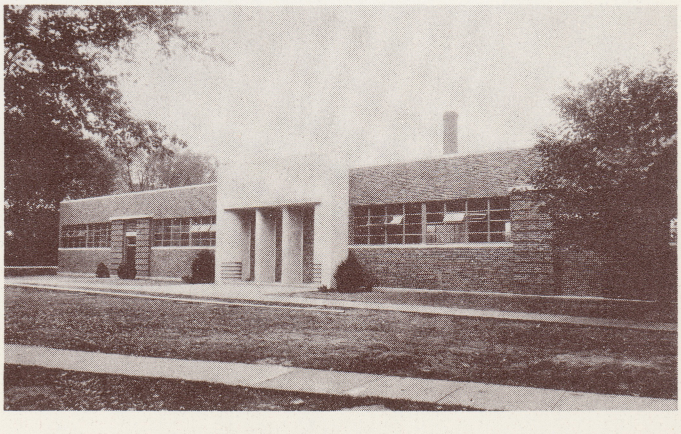
From the day of heavily moustached athletes, clad in heavy woolens, swinging dumb-bells and Indian clubs, to a scientifically developed athletic program, from a small temporary gymnasium to an athletic plant covering a good share of the campus, the Physical Education Department has kept step with the growth of Michigan State Normal College.

In 1949, the Department of Physical Education conducts athletic sports for students in three divisions: inter-collegiate, intramural, and recreational. All men students whose physical and scholastic records are satisfactory may become candidates for the following athletic teams: basketball, football, baseball, track, and tennis. For those not competing in intercollegiate sports, an extensive program is offered in intramural athletics; under this program interclass and interfraternity competition is organized in all the major and minor sports. Finally, purely recreational activity includes hiking, the athletic circus, informal swimming, tennis, horseshoes, archery, tobogganing, skating, volleyball, pageantry, and golf.

The College was not yet in its teens when, in 1860, the Board of Education urged the need of a building, for physical culture, and, two years later, a wooden gymnasium, the first of its kind in Michigan, was erected at a cost of $1200 on the site now occupied by the college library. In 1873 the gymnasium and its equipment fell victim to the plague of fires that beset the struggling college, all being completely destroyed. After the fire, classes in physical education were held in a large room in the old main building and later in the basement of the new south wing.

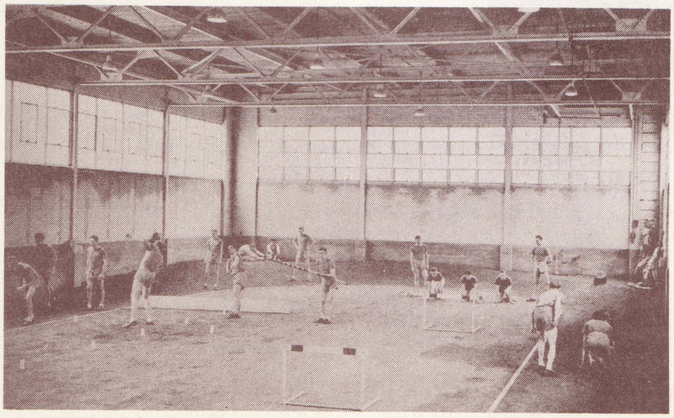
The Athletic Association was organized in 1887 with Professor George F. Key its first president and W. P. Bowen as director of sports, baseball, and tennis. The following year, a teacher-training course in physical education was offered.

The years 1889 and 1890 saw rapid development. Joe Jenkins, a Canadian student, organized regular varsity teams in athletics for the first time. J. M. Swift introduced the beginnings of



scientific football. The first Field Day was held behind the old main building. A cinder walk on campus served for the 100-yard dash, and an old iron dumb-bell was the shot for the shot-put. The 440-dash ran along a course on Summit Street from Congress to the water tower, and was won by Frank Hyser. That college women could enjoy and profit by more strenuous activities than tatting and hooking rugs was recognized in these years, when Mrs. Fred Jeffers and Mrs. Lucy Osband were employed as teachers of women's gymnastics.

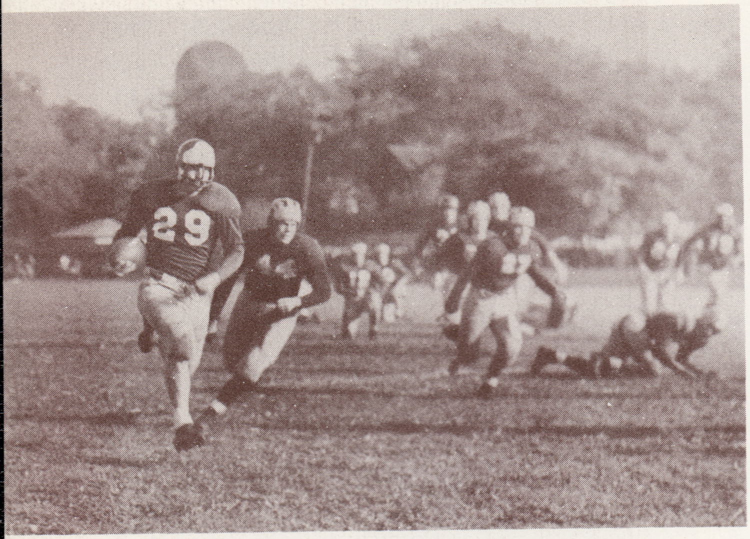
Track, the sport in which Michigan State Normal has enjoyed its most conspicuous success, was organized by the busy Joe Jenkins, who in the meanwhile had become Western Conference hammer-throw champion in 1892, the same year in which the College became a member of the Michigan Interscholastic Athletic Association. Some time before, the land for the new gymnasium on the Normal Street site had been acquired by the citizens of Ypsilanti and the State Board of Education—in 1893 the building (now venerable) was erected.



All this activity had been more or less unofficial and spontaneous. However, in 1894 a Department of Physical Education, with Professor Bowen as director and Fanny Cheever Burton as his assistant, was established. Under the new curriculum, two years were required to complete the course, including newly-introduced special subjects such as applied anatomy, methods in physical training, and practice teaching.

The first intercollegiate cup in football was won in 1895, the same year in which John A. Morse, the college's first great natural all-around athlete, established a remarkable record in almost every sport the college offered. A few years later the two-year course in physical education was made a major, and the college became firmly established as a national leader in the training of teachers of physical education for elementary and high schools. Cross country running was organized at the same time on the campus.

A large addition with swimming pool was built on the west end of the gymnasium in 1913. The same year the College Health Service was organized and the Quigley property on Perrin Street was bought for the health cottage. The Physical Education club, one of the oldest on the

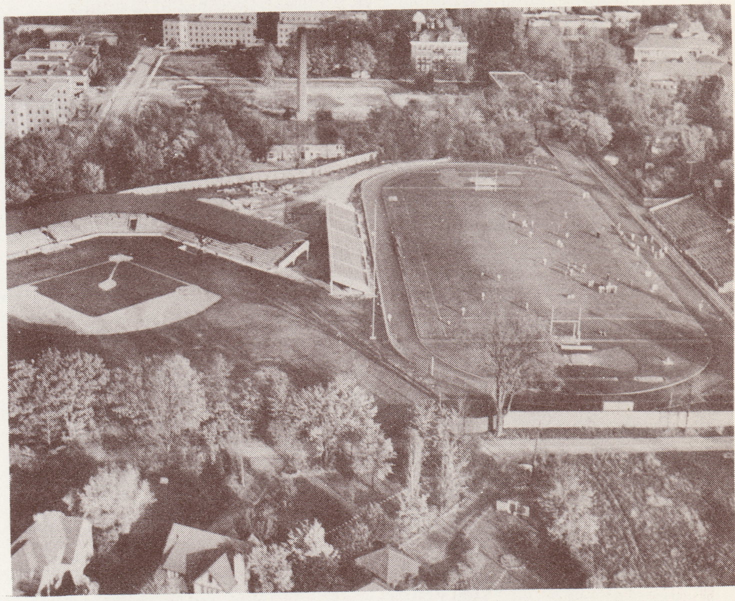


campus, which numbers all physical education majors among its members, was organized at this time. In 1914 the first all-college circus was presented by the new Physical Education club in the auditorium of the old Normal Hall of the main building. The first state interscholastic basketball tournament was organized and held on the campus in 1916.

Steady development marked the next decade. In 1918 and 1919 the basketball teams were spectacularly successful. Intramural athletics, the sport for the student who cannot, or does not care to, make the intercollegiate teams, came into its own in an organized system in 1921. The first state inter-scholastic cross-country and tennis tournaments were held in Ypsilanti in 1922, and in 1924 a four-year organized course in Physical Education, leading to a Bachelor of Science degree, was organized.

In 1925 the Women's Athletic Association was established.

1925-33 were the golden years of football. During this period the team lost only six games, two of them to the University of Michigan, Western Conference champions, and two to the University of Detroit. Since the early nineties the College has always fielded a track team; however, since 1925 track at Michigan State Normal College has gained a national reputation among colleges and universities of the country. Cross-country teams from the College have consistently been rated among the national leaders.

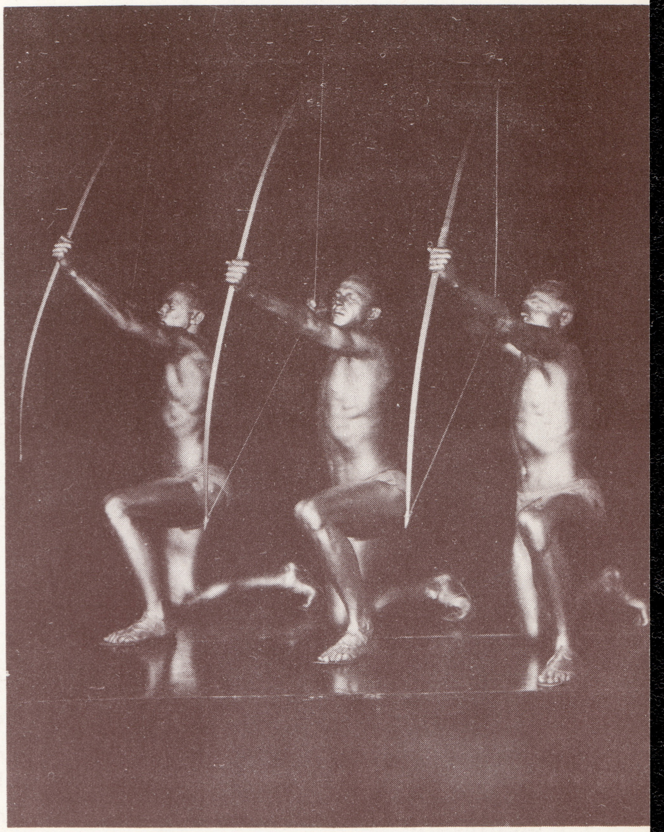


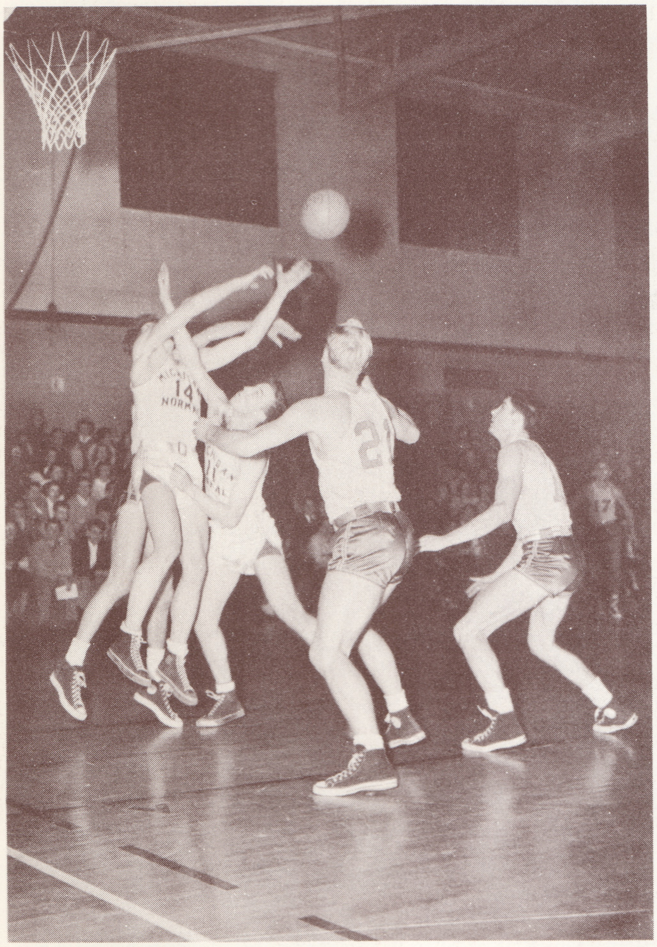
The name "Hurons" for college athletic teams dates only from 1929. In that year a nickname contest was won by Gretchen Borst and George Hammor, both of whom suggested the prize-winning name.

W. O. Briggs, Detroit industrialist, donated funds in 1937 for the construction of Briggs Field house and football and baseball stadium, giving the college one of the most complete and useful athletic plants in the state.

During the past year football and basketball have enjoyed only average seasons, but varsity track, baseball, and golf have been very successful. Last year a major and minor course in recreation, leading to the Bachelor's degree, were offered for the first time.

"Glimpses of immortal youth
Gleams and glories seen and flown."

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NORMAL
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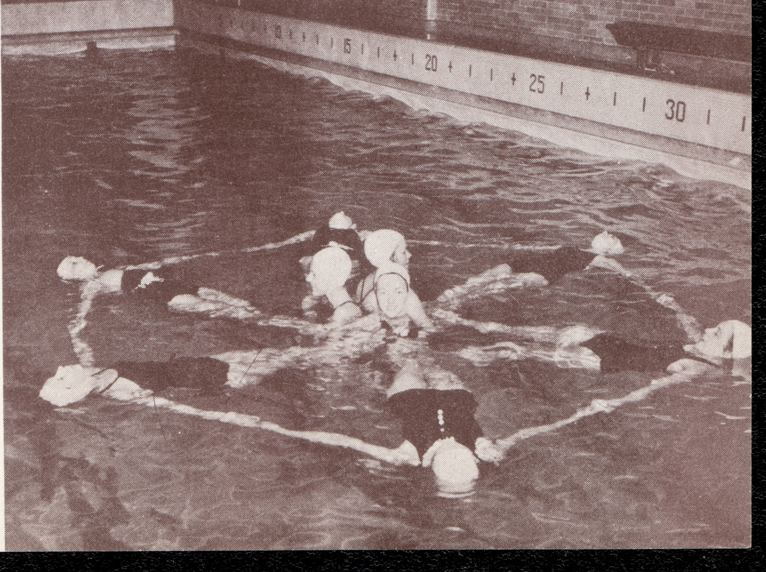
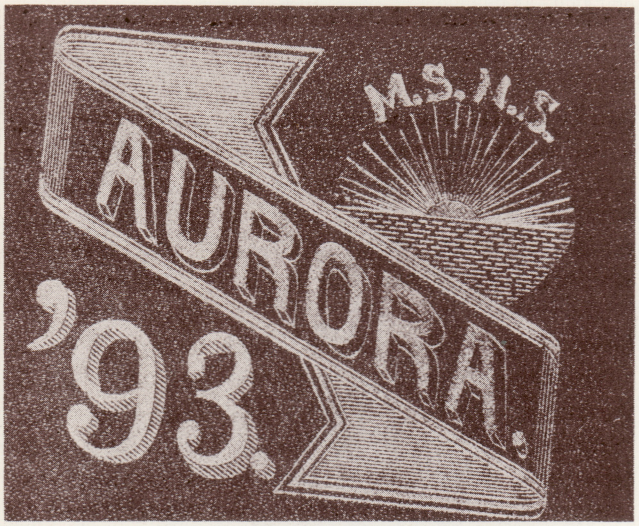




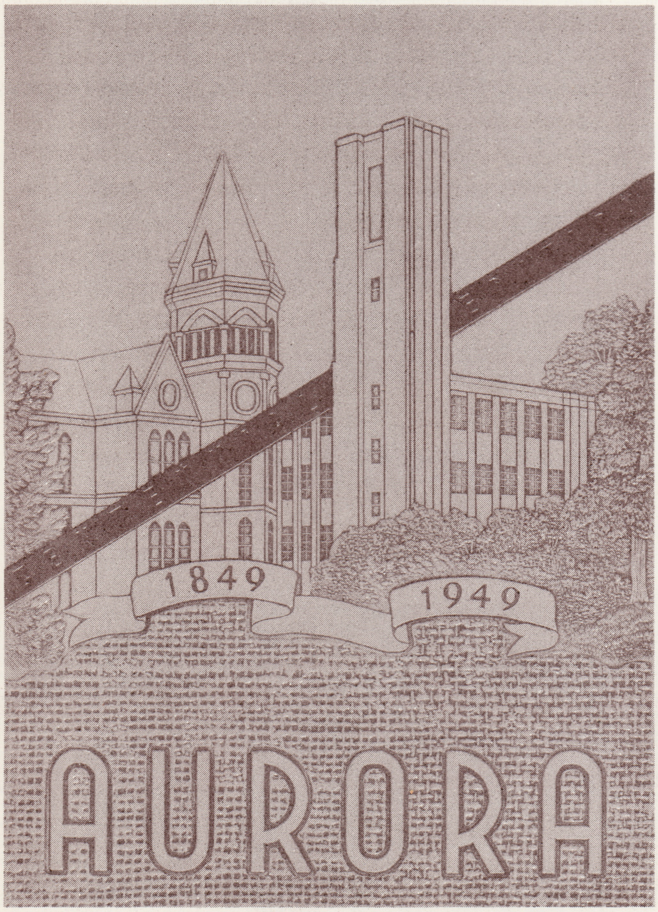
public

THE NEW AURORA

The *Aurora* has ever since its beginning been so edited as to be an honor to successive classes. Many a former student as he thumbs through his *Aurora* sees again the old familiar halls, recalls his former classmates, and once again relives his good old college days.

THE OLD AURORA

The Class of 1893 published the first *Aurora*. The purpose was to afford an opportunity to show the character and spirit of the class; or as the preface of one of the later volumes stated, "to represent the school in her true light, giving her different organizations, showing the ability of her students, and, throughout trying to reflect the inner life of the Normal."



a t i o n s

THE NEW NORMAL NEWS

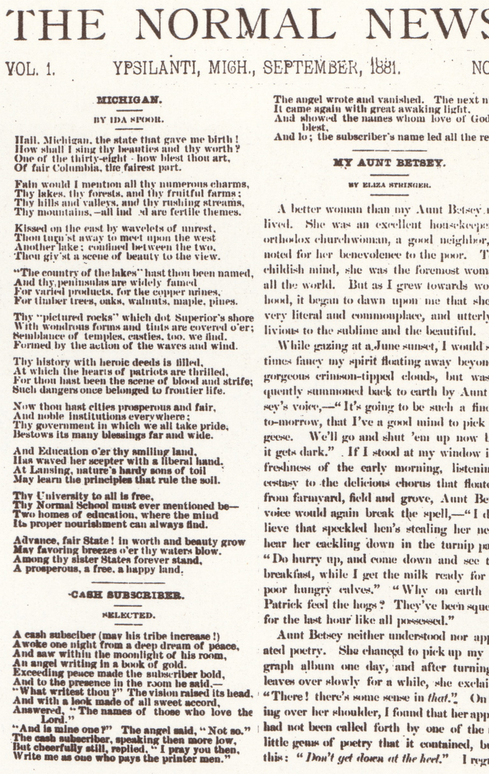
The *Normal News* continued as a monthly newspaper until 1903 when it was converted into a weekly. At various times since 1903 it has been printed as a bi-weekly and a tri-weekly.

In 1905 the two branches of journalism which had comprised the structure of the *Normal News* were separated, and a college magazine, *Schoolmaster,* was founded. Since this change, the policy of the *Normal News* has been limited to on-campus activities.

THE OLD NORMAL NEWS

The Normal News was first published in 1872 as *The School,* a venture which was abandoned four years later. Volume I, Number I of *The Normal News* appeared in September 1881, an opportunity for creative writing among students, and as a tie between the alumni and the students. At first the paper appeared monthly, and contained ten pages.

> *"And there, mid the clash of presses*
> *He plies the rapid pen*
> *In the battles of opinion*
> *That divide the sons of men."*



THE NORMAL NEWS.

VOL. 1. YPSILANTI, MICH., SEPTEMBER, 1881. NO. 1.

MICHIGAN.

BY IDA SPOOR.

Hail, Michigan, the state that gave me birth!
How shall I sing thy beauties and thy worth?
One of the thirty-eight - how blest thou art,
Of fair Columbia, the fairest part.

Fain would I mention all thy numerous charms,
Thy lakes, thy forests, and thy fruitful farms;
Thy hills and valleys, and thy rushing streams,
Thy mountains, –all indeed are fertile themes.

Kissed on the east by wavelets of unrest,
Thou turn'st away to meet upon the west
Another lake; confined between the two,
Thou giv'st a scene of beauty to the view.

"The country of the lakes" hast thou been named,
And thy peninsulas are widely famed
For varied products, for the copper mines,
For timber trees, oaks, walnuts, maple, pines.

Thy "pictured rocks" which dot Superior's shore
With wondrous forms and tints are covered o'er;
Semblance of temples, castles, too, we find,
Formed by the action of the waves and wind.

Thy history with heroic deeds is filled,
At which the hearts of patriots are thrilled,
For thou hast been the scene of blood and strife;
Such dangers once belonged to frontier life.

Now thou hast cities prosperous and fair,
And noble institutions everywhere;
Thy government in which we all take pride,
Bestows its many blessings far and wide.

And Education o'er thy smiling land,
Has waved her scepter with a liberal hand.
At Lansing, nature's hardy sons of toil
May learn the principles that rule the soil.

Thy University to all is free,
Thy Normal School must ever mentioned be—
Two homes of education, where the mind
Its proper nourishment can always find.

Advance, fair State! in worth and beauty grow
May favoring breezes o'er thy waters blow.
Among thy sister States forever stand,
A prosperous, a free, a happy land.

-CASH SUBSCRIBER.

SELECTED.

A cash subsciber (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw within the moonlight of his room,
An angel writing in a book of gold.
Exceeding peace made the subscriber bold,
And to the presence in the room he said,—
"What writest thou?" The vision raised its head,
And with a look made of all sweet accord,
Answered, "The names of those who love the
Lord."
"And is mine one?" The angel said, "Not so."
The cash subscriber, speaking then more low,
But cheerfully still, replied, "I pray you then,
Write me as one who pays the printer men."
The angel wrote and vanished. The next night
It came again with great awaking light,
And showed the names whom love of God had
blest,
And lo; the subscriber's name led all the rest.

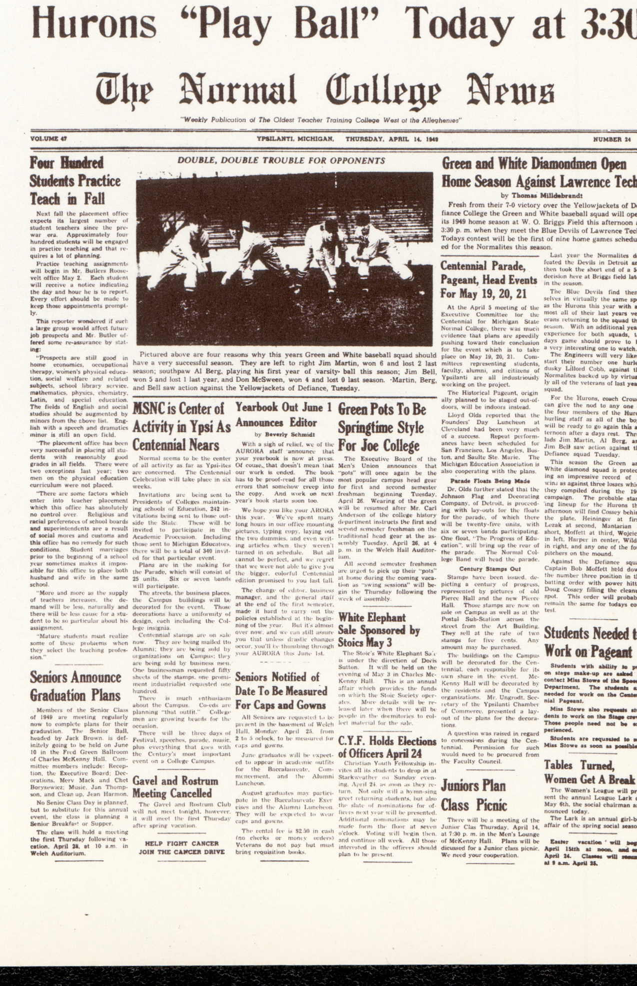
MY AUNT BETSEY.

BY ELIZA STRINGER.

A better woman than my Aunt Betsey never lived. She was an excellent housekeeper, an orthodox churchwoman, a good neighbor, and noted for her benevolence to the poor. To my childish mind, she was the foremost woman in all the world. But as I grew towards womanhood, it began to dawn upon me that she was very literal and commonplace, and utterly oblivious to the sublime and the beautiful.

While gazing at a June sunset, I would sometimes fancy my spirit floating away beyond the gorgeous crimson-tipped clouds, but was frequently summoned back to earth by Aunt Betsey's voice,—"It's going to be such a fine day to-morrow, that I've a good mind to pick them geese. We'll go and shut 'em up now before it gets dark." If I stood at my window in the freshness of the early morning, listening in ecstasy to the delicious chorus that floated up from farmyard, field and grove, Aunt Betsey's voice would again break the spell,—"I do believe that speckled hen's stealing her nest; I hear her cackling down in the turnip patch." "Do hurry up, and come down and see to the breakfast, while I get the milk ready for them poor hungry calves." "Why on earth don't Patrick feed the hogs? They've been squealing for the last hour like all possessed."

Aunt Betsey neither understood nor appreciated poetry. She changed to pick up my autograph album one day, and after turning the leaves over slowly for a while, she exclaimed: "There! there's some sense in *that*." On looking over her shoulder, I found that her approval had not been called forth by one of the many little gems of poetry that it contained, but by this: "*Don't get down at the heel.*" I regretted



Hurons "Play Ball" Today at 3:30

The Normal College News

"Weekly Publication of The Oldest Teacher Training College West of the Alleghenies"

VOLUME 47 YPSILANTI, MICHIGAN, THURSDAY, APRIL 14, 1949 NUMBER 24

Four Hundred Students Practice Teach in Fall

Next fall the placement office expects its largest number of student teachers since the prewar era. Approximately four hundred students will be engaged in practice teaching and that requires a lot of planning.

Practice teaching assignments will begin in Mr. Butlers Roosevelt office May 2. Each student will receive a notice indicating the day and hour he is to report. Every effort should be made to keep those appointments promptly.

This reporter wondered if such a large group would affect future job prospects and Mr. Butler offered some re-assurance by stating:

"Prospects are still good in home economics, occupational therapy, women's physical education, social welfare and related subjects, school library service, mathematics, physics, chemistry, Latin, and special education. The fields of English and social studies should be augmented by minors from the above list. English with a speech and dramatics minor is still an open field.

"The placement office has been very successful in placing all students with reasonably good grades in all fields. There were two exceptions last year; two men on the physical education curriculum were not placed.

"There are some factors which enter into teacher placement which this office has absolutely no control over. Religious and racial preferences of school boards and superintendents are a result of social mores and customs and this office has no remedy for such conditions. Student marriages prior to the beginnng of a school year sometimes makes it impossible for this office to place both husband and wife in the same school.

"More and more as the supply of teachers increases, the demand will be less, naturally and there will be less cause for a student to be so particular about his assignment.

"Mature students must realize some of these problems when they select the teaching profession."

Seniors Announce Graduation Plans

Members of the Senior Class of 1949 are meeting regularly now to complete plans for their graduation. The Senior Ball, headed by Jack Brown, is definitely going to be held on June 10 in the Fred Green Ballroom of Charles McKenny Hall. Committee members include: Reception, the Executive Board; Decorations, Merv Mack and Chet Borysewicz; Music, Jan Thompson, and Clean up, Jean Harmon.

No Senior Class Day is planned, but to substitute for this annual event, the class is planning a Senior Breakfast or Supper.

The class will hold a meeting the first Thursday following vacation, April 28, at 10 a.m. in Welch Auditorium.

DOUBLE, DOUBLE TROUBLE FOR OPPONENTS

Pictured above are four reasons why this years Green and White baseball squad should have a very successful season. They are left to right Jim Martin, won 6 and lost 2 last season; southpaw Al Berg, playing his first year of varsity ball this season; Jim Bell, won 5 and lost 1 last year, and Don McSween, won 4 and lost 0 last season. Martin, Berg, and Bell saw action against the Yellowjackets of Defiance, Tuesday.

MSNC is Center of Activity in Ypsi As Centennial Nears

Normal seems to be the center of all activity as far as Ypsi-ites are concerned. The Centennial Celebration will take place in six weeks.

Invitations are being sent to Presidents of Colleges maintaining schools of Education, 242 invitations being sent to those outside the State. These will be invited to participate in the Academic Procession. Including those sent to Michigan Educators, there will be a total of 340 invited for that particular event.

Plans are in the making for the Parade, which will consist of 25 units. Six or seven bands will participate.

The streets, the business places, the Campus buildings will be decorated for the event. Those decorations have a uniformity of design, each including the College insignia.

Centennial stamps are on sale now. They are being mailed tto Alumni; they are being sold by organizations on Campus; they are being sold by business men. One businessman requested fifty sheets of the stamps, one prominent industrialist requested one hundred.

There is much enthusiasm about the Campus. Co-eds are planning "that outfit." College men are growing beards for the occasion.

There will be three days of Festival, speeches, parade, music, plus everything that goes with the Century's most important event on a College Campus.

Gavel and Rostrum Meeting Cancelled

The Gavel and Rostrum Club will not meet tonight, however, it will meet the first Thursday after spring vacation.

HELP FIGHT CANCER
JOIN THE CANCER DRIVE

Yearbook Out June 1 Announces Editor

by **Beverly Schmidt**

With a sigh of relief, we of the AURORA staff announce that your yearbook is now at press. Of couse, that doesn't mean that our work is ended. The book has to be proof-read for all those errors that somehow creep into the copy. And work on next year's book starts soon too.

We hope you like your ARORA this year. We've spent many long hours in our office mounting pictures, typing copy, laying out the two dummies, and even writing articles when they weren't turned in on schedule. But all cannot be perfect, and we regret that we were not able to give you the bigger, colorful Centennial edition promised to you last fall.

The change of editor, business manager, and the general staff at the end of the first semester, made it hard to carry out the policies established at the beginning of the year. But it's almost over now, and we can still assure you that unless drastic changes occur, you'll be thumbing through your AURORA this June 1st.

Seniors Notified of Date To Be Measured For Caps and Gowns

All Seniors are requested to be present in the basement of Welch Hall, Monday April 25, from 2 to 5 oclock, to be measured for caps and gowns.

June graduates will be expected to appear in academic outfits for the Baccalaureate, Commencement, and the Alumni Luncheon.

August graduates may participate in the Baccalaureate Exercises and the Alumni Luncheon. They will be expected to wear caps and gowns.

The rental fee is $2.50 in cash (no checks or money orders) Veterans do not pay but must bring requisition books.

Green Pots To Be Springtime Style For Joe College

The Executive Board of the Men's Union announces that "pots" will once again be the most popular campus head gear for first and second semester freshman beginning Tuesday, April 26. Wearing of the green will be resumed after Mr. Carl Anderson of the college history department instructs the first and second semester freshman on the traditional head gear at the assembly Tuesday, April 26, at 4 p. m. in the Welch Hall Auditorium.

All second semester freshmen are urged to pick up their "pots" at home during the coming vacation as "swing sessions" will begin the Thursday following the week of assembly.

White Elephant Sale Sponsored by Stoics May 3

The Stoic's White Elephant Sale is under the direction of Doris Sutton. It will be held on the evening of May 3 in Charles McKenny Hall. This is an annual affair which provides the funds on which the Stoic Society operates. More details will be released later when there will be people in the dormitories to collect material for the sale.

C.Y.F. Holds Elections of Officers April 24

Christian Youth Fellowship invites all its students to drop in at Starkweather on Sunday evening, April 24, as soon as they return. Not only will a hymn-sing greet returning students, but also the slate of nominations for officers next year will be presented. Additional nominations may be made form the floor at seven o'clock. Voting will begin then, and continue all week. All those interested in the officers should plan to be present.

Green and White Diamondmen Open Home Season Against Lawrence Tech

by **Thomas Milldebrandt**

Fresh from their 7-0 victory over the Yellowjackets of Defiance College the Green and White baseball squad will open its 1949 home season at W. O. Briggs Field this afternoon at 3:30 p. m. when they meet the Blue Devils of Lawrence Tech. Todays contest will be the first of nine home games scheduled for the Normalites this season.

Last year the Normalites defeated the Devils in Detroit and then took the short end of a 5-1 decision here at Briggs field later in the season.

The Blue Devils find themselves in virtually the same spot as the Hurons this year with almost all of their last years veterans returning to the squad this season. With an additional years experience for both squads, todays game should prove to be a very interesting one to watch.

The Engineers will very likely start their number one hurler, dusky Lillord Cobb, against the Normalites backed up by virtually all of the veterans of last years squad.

For the Hurons, coach Crouch can give the nod to any one of the four members of the Huron hurling staff as all of the boys will be ready to go again this afternoon after a days rest. Three lads Jim Martin, Al Berg, and Jim Bell saw action against the Defiance squad Tuesday.

This season the Green and White diamond squad is protecting an impressive record of 15 wins as against three losses which they compiled during the 1948 campaign. The probable starting lineup for the Hurons this afternoon will find Cossey behind the plate, Heininger at first, Lezak at second, Mantarian at short, Moffett at third, Wojcicki in left, Harper in center, Wilder in right, and any one of the four pitchers on the mound.

Against the Defiance squad Captain Bob Moffett held down the number three position in the batting order with power hitter Doug Cossey filling the cleanup spot. This order will probably remain the same for todays contest.

Centennial Parade, Pageant, Head Events For May 19, 20, 21

At the April 5 meeting of the Executive Committee for the Centennial for Michigan State Normal College, there was much evidence that plans are speedily pushing toward their conclusion for the event which is to take place on May 19, 20, 21. Committees representing students, faculty, alumni, and citizens of Ypsilanti are all industriously working on the project.

The Historical Pageant, originally planned to be staged out-of-doors, will be indoors instead.

Lloyd Olds reported that the Founders' Day Luncheon at Cleveland had been very much of a success. Repeat performances have been scheduled for San Francisco, Los Angeles, Boston, and Saulte Ste. Marie. The Michigan Education Association is also cooperating with the plans.

Parade Floats Being Made

Dr. Olds further stated that the Johnson Flag and Decorating Company, of Detroit, is proceeding with lay-outs for the floats for the parade, of which there will be twenty-five units, with six or seven bands participating. One float, "The Progress of Education", will bring up the rear of the parade. The Normal College Band will head the parade.

Century Stamps Out

Stamps have been issued, depicting a century of progress, represented by pictures of old Pierce Hall and the new Pierce Hall. Those stamps are now on sale on Campus as well as at the Postal Sub-Station across the street from the Art Building. They sell at the rate of two stamps for five cents. Any amount may be purchased.

The buildings on the Campus will be decorated for the Centennial, each responsible for its own share in the event. McKenny Hall will be decorated by the residents and the Campus organizations. Mr. Ungrodt, Secretary of the Ypsilanti Chamber of Commerce, presented a lay-out of the plans for the decorations.

A question was raised in regard to concessions during the Centennial. Permission for such would need to be procured from the Faculty Council.

Juniors Plan Class Picnic

There will be a meeting of the Junior Clas Thursday, April 14, at 7:30 p. m. in the Men's Lounge of McKenny Hall. Plans will be dicussed for a Junior class picnic. We need your cooperation.

Students Needed to Work on Pageant

Students with ability to put on stage make-up are asked to contact Miss Stowe of the Speech Department. The students are needed for work on the Centennial Pageant.

Miss Stowe also requests students to work on the Stage crew. Those people need not be experienced.

Students are requested to see Miss Stowe as soon as possible.

Tables Turned, Women Get A Break

The Women's League will present the annual League Lark on May 6th, the social chairman announced today.

The Lark is an annual girl-bid affair of the spring social season.

Easter vacation will begin April 15th at noon, and end April 24. Classes will resume at 8 a.m. April 25.

Speech and Debate

"I am not poor, but I am proud
Of one inalienable right,

Public speaking activities spread from the campus into state and national organizations. The Gavel and Rostrum Club offers the students practice in every kind of oral communication: debate, oratory, oral reading, parliamentary procedure, and after-dinner speaking. Our students have carried the College banner honorably in the contests of the Michigan Intercollegiate Speech League, with yearly representatives taking keen interest in debate, oration, extemporaneous speaking, and interpretative reading. Laurels have been frequent. Charming recitals have also delighted local audiences in McKenny Hall. Respect for the achievements of students and for gifted leadership on the part of the teachers is also evident through the organization on the campus of the largest honor forensic fraternity in the United States, Pi Kappa Delta. Largely through the efforts of Professor F. B. McKay, the Michigan Epsilon Chapter was recognized by the national chapter in 1921.

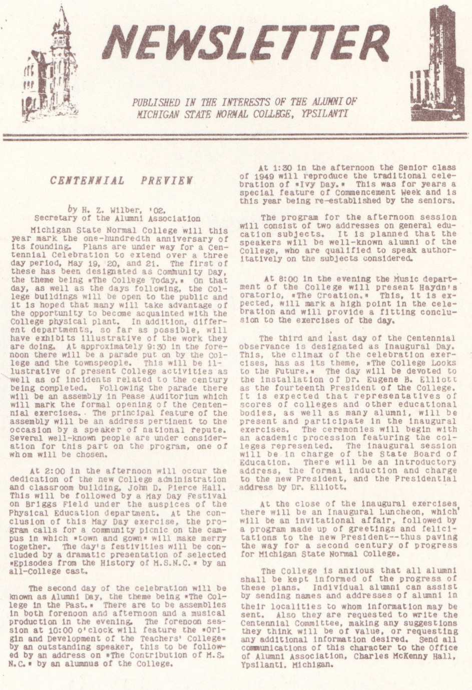
Alumni

"As I sit sometimes in the twilight
And call back to life in the coals
Old faces and hopes and fancies."

Early in the history of the Michigan State Normal College an Alumni Association was formed for the double purpose of continuing friendships begun in student days and maintaining a bond between the College and its graduates. During the first few years the organization seems to have had an intermittent existence, but for the past seventy years it has functioned continuously.

Until the last twenty-five years the Association was informal in its organization and carried on its work in a desultory manner. It sponsored reunions, supported an alumni day during commencement week, and inaugurated the observance of Founders' Day, which for some years was celebrated in November.

In the early 1920's certain of the alumni conceived the idea of raising funds for erecting a building on the campus that would serve as a center for College social activities. It was evident that a more formal organization would be necessary if this were to be accomplished. Consequently, at the annual meeting of the Association in 1925, the executive committee was instructed to prepare plans for reorganizing the Association on a basis that would increase its effectiveness. This was done, and in January 1926 the Association was reorganized and incorporated under the laws of Michigan. The plan for a student social center was then pushed with vigor, and Charles McKenny Hall is the result.



NEWSLETTER

PUBLISHED IN THE INTERESTS OF THE ALUMNI OF
MICHIGAN STATE NORMAL COLLEGE, YPSILANTI

CENTENNIAL PREVIEW

by H. Z. Wilber, '02,
Secretary of the Alumni Association

Michigan State Normal College will this year mark the one-hundredth anniversary of its founding. Plans are under way for a Centennial Celebration to extend over a three day period, May 19, 20, and 21. The first of these has been designated as Community Day, the theme being "The College Today." On that day, as well as the days following, the College buildings will be open to the public and it is hoped that many will take advantage of the opportunity to become acquainted with the College physical plant. In addition, different departments, so far as possible, will have exhibits illustrative of the work they are doing. At approximately 9:30 in the forenoon there will be a parade put on by the College and the townspeople. This will be illustrative of present College activities as well as of incidents related to the century being completed. Following the parade there will be an assembly in Pease Auditorium which will mark the formal opening of the Centennial exercises. The principal feature of the assembly will be an address pertinent to the occasion by a speaker of national repute. Several well-known people are under consideration for this part on the program, one of whom will be chosen.

At 2:00 in the afternoon will occur the dedication of the new College administration and classroom building, John D. Pierce Hall. This will be followed by a May Day Festival on Briggs Field under the auspices of the Physical Education department. At the conclusion of this May Day exercise, the program calls for a community picnic on the campus in which "town and gown" will make merry together. The day's festivities will be concluded by a dramatic presentation of selected "Episodes from the History of M.S.N.C." by an all-College cast.

The second day of the celebration will be known as Alumni Day, the theme being "The College in the Past." There are to be assemblies in both forenoon and afternoon and a musical production in the evening. The forenoon session at 10:00 o'clock will feature the "Origin and Development of the Teachers' College" by an outstanding speaker, this to be followed by an address on "The Contribution of M.S.N.C." by an alumnus of the College.

At 1:30 in the afternoon the Senior class of 1949 will reproduce the traditional celebration of "Ivy Day." This was for years a special feature of Commencement Week and is this year being re-established by the seniors.

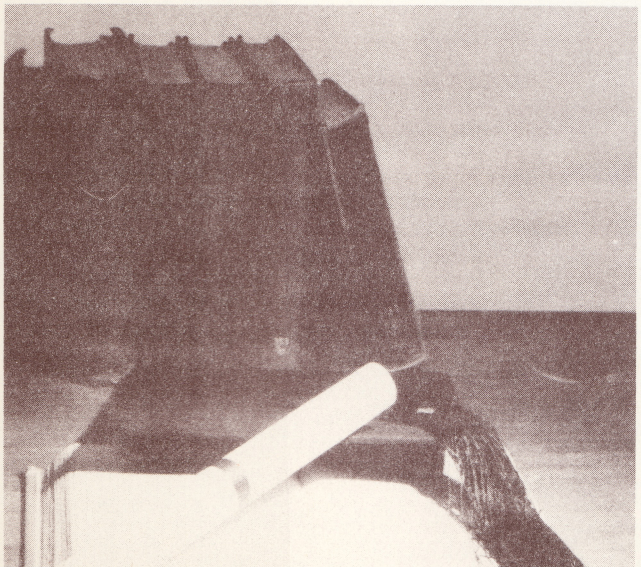
The program for the afternoon session will consist of two addresses on general education subjects. It is planned that the speakers will be well-known alumni of the College, who are qualified to speak authoritatively on the subjects considered.

At 8:00 in the evening the Music department of the College will present Haydn's oratorio, "The Creation." This, it is expected, will mark a high point in the celebration and will provide a fitting conclusion to the exercises of the day.

The third and last day of the Centennial observance is designated as Inaugural Day. This, the climax of the celebration exercises, has as its theme, "The College Looks to the Future." The day will be devoted to the installation of Dr. Eugene B. Elliott as the fourteenth President of the College. It is expected that representatives of scores of colleges and other educational bodies, as well as many alumni, will be present and participate in the inaugural exercises. The ceremonies will begin with an academic procession featuring the colleges represented. The inaugural session will be in charge of the State Board of Education. There will be an introductory address, the formal induction and charge to the new President, and the Presidential address by Dr. Elliott.

At the close of the inaugural exercises there will be an Inaugural Luncheon, which will be an invitational affair, followed by a program made up of greetings and felicitations to the new President--thus paving the way for a second century of progress for Michigan State Normal College.

The College is anxious that all alumni shall be kept informed of the progress of these plans. Individual alumni can assist by sending names and addresses of alumni in their localities to whom information may be sent. Also they are requested to write the Centennial Committee, making any suggestions they think will be of value, or requesting any additional information desired. Send all communications of this character to the Office of Alumni Association, Charles McKenny Hall, Ypsilanti, Michigan.



Under the revised plan the direction of the affairs of the Association is vested in a Board of Directors consisting of fifteen members, chosen by the alumni at the annual meeting in June, together with the President of the College, who is a member ex officio. The elective directors serve for three years, five being elected each year.

The College has recently created an office for compiling alumni records and maintaining field service in order to keep the alumni informed regarding what is taking place on the campus. The directors on their part are studying means of bringing about a fuller cooperation between the College and its representatives in the field, the alumni.

Program

MICHIGAN STATE NORMAL COLLEGE

Centennial Celebration and Inaugural Ceremony
May 19, 20 and 21, 1949

Thursday, May 19

9:30 A.M.—Opening Assembly of Centennial
11:00 A.M.—Historical Parade
2:00 P.M.—Dedication of New Pierce Hall
3:30 P.M.—Festival, "May Day on the Green"
5:45 P.M.—Community Picnic
8:00 P.M.—Drama, "Episodes from History of the College"

Friday, May 20

10:00 A.M.—Second Assembly of Centennial
1:30 P.M.—Re-enactment of Ivy Day
3:00 P.M.—Third Assembly of Centennial
8:30 P.M.—Oratorio, "The Creation"

Saturday, May 21

9:30 A.M.—Academic Procession
10:00 A.M.—Inauguration of President Eugene B. Elliott
12:00 P.M.—Inaugural Luncheon

MICHIGAN STATE NORMAL COLLEGE FIRSTS--

1. It was the first teacher education institution established west of the Alleghenies, the sixth in the United States, 1849.
2. It was the first tax-supported college in Michigan open to men and women alike, 1849.
3. It was the first institution of higher learning in Michigan to receive support from the State Legislature, 1850.
4. It was the first in the West to establish a department to train teachers in physical education, 1888.
5. It was the first in Michigan to establish a department of geography, 1890.
6. It was the first teachers college in the United States to have a building for religious activities, Starkweather Hall, 1896.
7. It was the first teacher educating institution in the United States to be raised to a four-year college, 1897.
8. It was the first collegiate institution in Michigan to offer courses in industrial arts, 1901.
9. It was the first state teachers college in the United States to establish training for teachers of handicapped children, 1915.
10. It was the first teachers college in the United States to have a social center building, McKenny Hall, 1931.
11. It was the first teacher training institution to organize a curriculum for library service, 1940.